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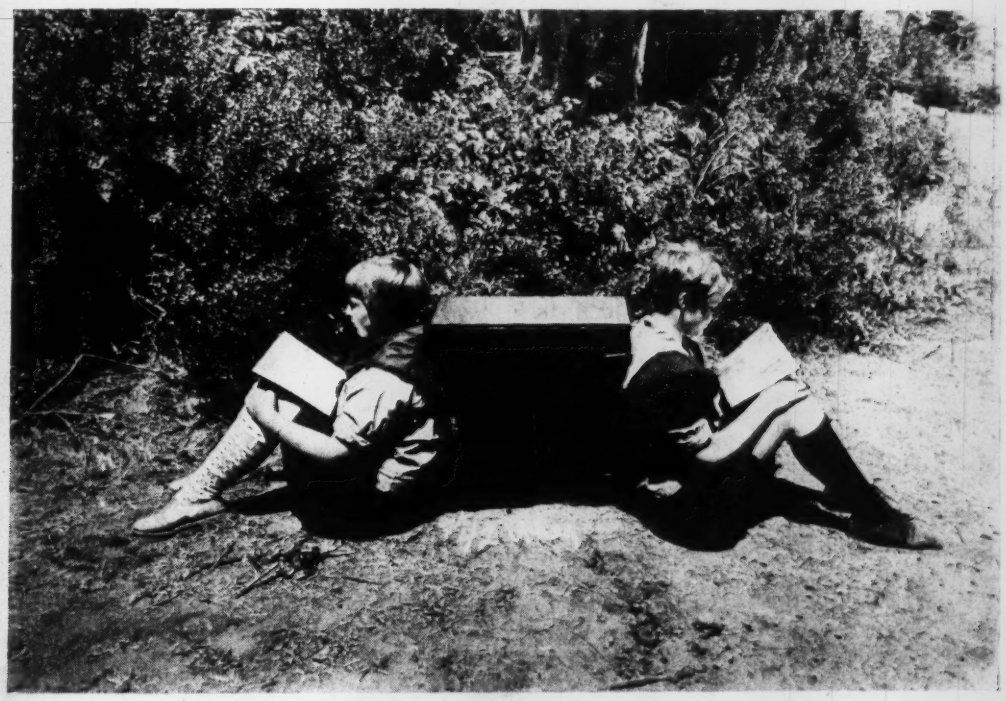
THE LIBRARY JOURNAL

VOL. 55 APRIL 15, 1930 No. 8

Vacation Reading Number



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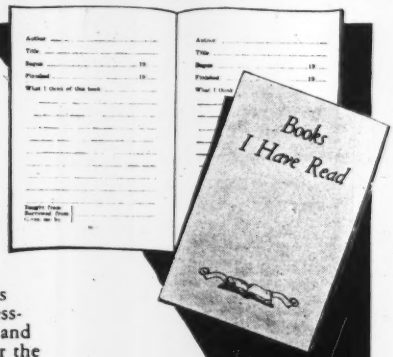

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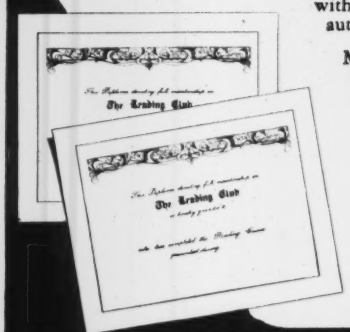

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100 Books 4.00

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THE LIBRARY JOURNAL

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Forthcoming Issues of THE LIBRARY JOURNAL

The May first number will be devoted to Special Libraries. Two symposiums will be given; one covering Libraries and Business Men in Financial, Industrial, Insurance, Newspaper, and Advertising Libraries, the other discussing the problems of training for special librarianship. The first part of the report of a survey of Public Business Library Work in Large Cities conducted by Marian C. Manley of the Newark Business Branch will be given; the second and final part to be continued in the May 15 number. Other interesting articles, such as an article on book selecting by Miss Burnett of the Federal Reserve Bank, an article on the Boyce Thompson Institute for Plant Research by Miss Troy and an article entitled, "An Ideal Library for Research Purposes," by W. C. Schluter of the University of Pennsylvania, have been planned for.

We have two articles on budget-cuts scheduled for May 15; one by Samuel Ranck of the Grand Rapids Public Library, Michigan, the other by Miss Plaister of San Diego, California.

The June 15th number will be a special coast number, representing the work of California, Oregon, Washington, and British Columbia and will be distributed at the Los Angeles Conference.

Artificial Light in Library Stack Rooms

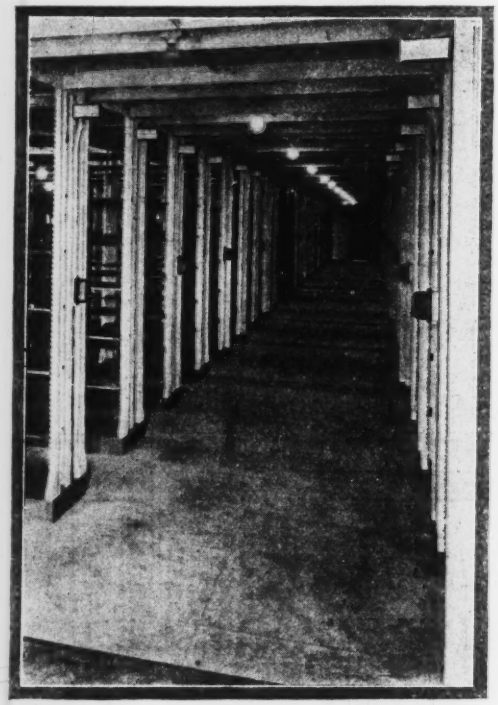

Illustration shows Snead Time Switches for controlling lights . . . Library of Congress, Washington, D. C.

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THE LIBRARY JOURNAL

APRIL 15, 1930

The Millicent Library Book Tour

By Avis Miller Pillsbury

Librarian, Millicent Library, Fairhaven, Mass.

Where shall I go a-traveling,
Traveling, traveling, traveling?
On the sea, in the air,
On the land—I don't care,
For I love to go
Traveling, traveling.—J. S. TIPPETT.

THIS LITTLE verse sounds the keynote of the children's reading contest which was held during the summer of 1929 at the Millicent Library, Fairhaven, Mass. The contest was conducted for children from the first grade through the first year in high school, and was called a Book Tour. Its sole aim was to encourage the children to read, and because it was the first time in years that any such project had been carried on in the library, everything that could be thought of was done to make it alluring rather than formidable to the child. The plan was adopted from suggestions gathered here and there from ideas carried out elsewhere, with variations and the introduction of original innovations to make it appeal to the children of this community.

One of the passengers having his name inscribed on ticket with stylus

To begin with, publicity items were issued through various channels. The librarian visited the school and talked to the children of the different grades, in sixteen different groups, on the two days preceding the close of school. The June issue of the *Millicent Library Bulletin* had one page devoted to the contest. The local newspapers were generous in in-

cluding in their columns noteworthy items and, as the work with the children progressed, even sent photographers to get pictures of certain events.

Efforts were made to present the travel book idea in such a way as to appeal to the child's imagination, and as children seem to be more interested when they see some reward ahead, they were told that when the contest was over there would be a surprise for those who had done the most and the best reading. They were invited to travel over the MILLICENT LIBRARY RAILROAD and on the *S. S. Libraria* to North America, South America, Asia, Africa, Europe, Australia, Fairyland (included so that the children in the first two or three grades could find books suitable to their age), and to the Homes of Great Men and Women (listed to bring into the contest a different type of book, with the element of biography and a background of some one of the countries).

The janitor of the library made a ticket office out of wooden boxes covered with green crepe paper; this was made to fit the top of a desk in the children's room. Posters were attached, one reading thus:

TRIP AROUND THE WORLD
FOR BOYS AND GIRLS
OVER
THE MILLICENT LIBRARY RAILROAD
VIA
BOOKLAND

A small poster just above this read:

Tickets may be obtained between July 8 and 22.

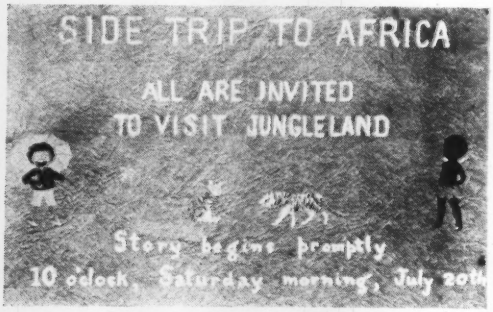
Ticket agent on duty between 10:00 and 11:59 a. m. daily.

The regulations for passengers were as follows:

REGULATIONS FOR PASSENGERS

1. Tickets must be secured at Ticket Office.
2. Plan your route. Consult the globe of the world and choose the place you wish to visit first.
3. Select books from the tables that are labeled, or from shelves that have signs.
4. When you have read the book thoroughly:
   Return it to the desk.
   Bring ticket to be punched.
   Secure a slip on which to write notes about your journey. It may be in the form of a diary if you wish. After you have read five or more books, you may have a booklet in which to write your notes.
5. Watch the tables for new books.
6. For colors representing various countries, consult list on bulletin board. After you have written your first note, your name will be added to the list of passengers. Following it will be placed colored pins representing the countries you visit.
7. Do not lose your ticket. Deposit it in the hands of the Conductor, or Captain for safe keeping, if you wish.

These regulations were posted on one side of the ticket booth, while on the other side the progress of the passengers was recorded. Two lists, namely, "Everyland" and "Children of Many Lands," were checked and the call numbers of the library books written in the margins. The "Everyland" pamphlet was



Poster advertising story hour

marked TIMETABLE and hung on the ticket office, as well as a sample of the Gaylord booklet, "Books I Have Read," a copy of which each child was promised when he or she reported at least five books read; sample tickets were posted, too. A globe of the world, which had previously attracted the children, was placed in the juvenile room where it could be easily consulted. Around the room, on tables and on top of the low bookcases, were arranged groups of books, the subjects corresponding to those on the ticket.

Much latitude was given the children in making their selections. No attempt was made to have them read from any special list of travel books; the "Timetable" was simply a guide. Desirable as systematized reading is, it did not seem to be the opportune time for it in the Millicent Library chiefly because, in the estimation of the librarian, the children needed to acquire the reading habit. They were allowed to choose any book which had some national background. The impression, "Aw, gee, we don't want to read geography books," was soon dispelled, as the children learned that they could read such books as *Heidi, Hans Brinker, Little Maid of Massachusetts Colony*, and the like.

Promptly on the morning of July 8 the children gathered to secure their tickets, some thirty or more arriving on the scene at an early hour; a press photographer snapped the group, and the picture appeared in the evening paper. Each child awaited his turn at the ticket office and was given a ticket on which his name and grade was written with the electric stylus, in any one of several colors

he himself selected (red, blue, green, yellow, orange, black). This proved a great fascination, so much so that one child who came out of hours insisted that his name must be written on with the stylus rather than in the usual fashion. The ticket was a long strip of green porous paper (2¾ in. x 15 in.), made to resemble a Pullman ticket. It read thus:

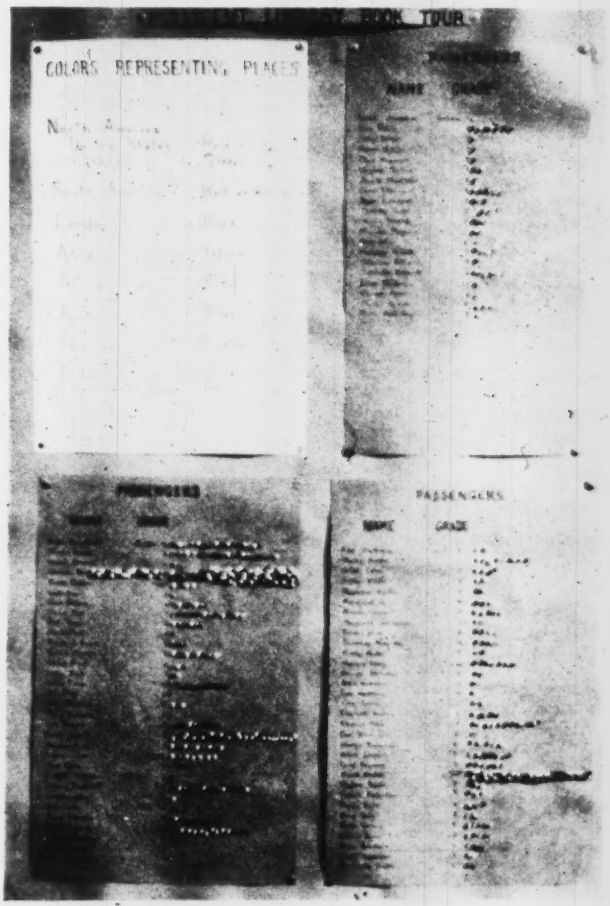
THIS TICKET ENTITLES
THE BEARER
John Smith
Grade 5
TO ONE CONTINUOUS
PASSAGE TO THE POINTS
PUNCHED BELOW, OVER
THE MILLICENT LIBRARY RAILROAD
via
BOOKLAND

Then followed the names of the continents, "Fairyland" and "To the Homes of Famous Men and Women," with a space left after each subject.

When a child reported on a book read, the name of the country was written on the ticket, under the proper heading, with a punch opposite it. The child's name was placed on the chart only after a review of the book had been written when a colored pin, or map tack, was placed beside the name; the continent or place visited being denoted by the color of the pin. The colors represented places, as follows: North America: United States, red; Canada, green; South America, black with white spot; Europe, blue; Asia, yellow; Africa, black; Australia, rose; Fairyland, crystal; To the Homes of Famous Men and Women, gold.

Some children aspired to include one or more pins of each color beside their names; others cared only to read those books which most interested them. It was astonishing to see how eager the children were and how real the Book Tour seemed to them. As was to be expected, the first interest was the greatest, and a few of the youngsters dropped out after two or three weeks. One noticeable result which seemed most satisfying was the fact that some of the children, while not continuing to read in the contest, did continue to read along other lines. And since the intention of the whole thing was to instill the love of reading into the boys and girls, we felt that our efforts had been well spent.

The greatest difficulty encountered was to check the feeling of "beating the other fellow," and reading just for a pin won or a possible reward in sight. One girl in the eighth grade read too many books, 147 of them, from July 8, when the contest began, to Nov. 1, when it officially closed. This sort of reading cannot be called healthy reading and efforts were made to check it, but this particular girl had a great desire to surpass everyone else. In consequence, toward the end of the contest, she read books that were far too young for her. However, some of the reviews she wrote showed originality of thought, so what she gained amounted to something at least. The



Showing passenger list and indicating (by pins) the country visited

contest continued after school opened in the fall because of requests from the children to continue it. As some of the youngsters who were away during the summer wanted to join, it seemed only fair to give them a chance, too.

In connection with this summer reading, story hours were held by several of the townspeople most generous in giving their time. Kipling's *Just So Stories* were advertised in poster form: SIDE TRIP TO AFRICA. ALL ARE INVITED TO VISIT JUNGLELAND. Cut-out illustrations from the book jacket of *Little Black Sambo* were pasted on the poster. Another, JAPAN—COME AND LISTEN TO THE STORY OF OUR JAPANESE COUSIN. This story hour was particularly significant because it so happened, without any plans being made to have it coincide, that the delegation of Japanese students who come once a year to Fairhaven were scheduled to arrive on the very morning the story of Japan was to be told. By hasty telephoning and a slight change of schedule the children were kept waiting until the Japanese arrived. Most of the children sat on the floor, leaving the chairs for the guests. One of the Japanese, observing them, said: "So you are doing the way they do in our country." After the story hour, which was somewhat shortened, the children were honored by hearing one of the Japanese talk for a few minutes. It was a gala event and one long to be remembered.

The culmination of the contest came during Book Week. The surprise was kept a secret until invitations were sent to each child who had entered the Book Tour Contest, the invitation reading thus:

COME

WHAT: To the Millicent Library Party.
WHEN: Friday afternooon, Nov. 22, at 4:15.
WHERE: At the Banquet Hall in the Town Hall.

All who traveled over the Millicent Library Railroad during the past summer are invited,

BUT

BE SURE TO BRING YOUR TICKET WHICH WAS ISSUED TO YOU FROM BOOKLAND STATION

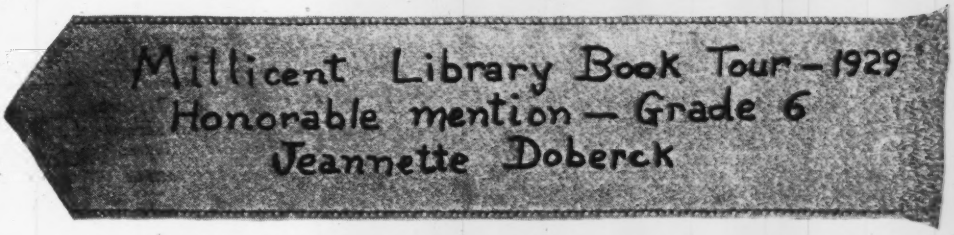
The Banquet Hall was secured because the library had no room large enough to provide for such a gathering. One hundred and forty-three invitations were sent to the boys and girls and the room was well filled. For entertainment, one of the elementary school principals very kindly used his motion-picture projector, showing slides on Switzerland and the Grand Canyon of the Colorado. Besides this, three children, pupils of an elocution teacher of New Bedford, gave readings which delighted the boys and girls. Then came the announcements as to the results of the contest. The librarian asked questions about their tour, which the children were invited to answer. When the librarian asked, "How many saw a queen on their travels?" one fifth grader could hardly contain herself until she told us that she was born in a country, Denmark, where there was a queen. The excitement was intense as the announcements were made, and over a dozen youngsters were puffed up with pride as they came, one by one, to the front to have a bright colored ribbon pinned on. It was most difficult to decide how recognition should be given. Some who read only a few books did so much better in their reports than those who had read many books just for points, that credit was given for what the child got out of his reading, conscientious effort being spent to place merit where it really belonged. There were five groups to which recognition was given, divided by grades, because the little ones could not compete with the older boys and girls. The groups were as follows: Second-third-fourth grades combined, the first grade being omitted because no reports were received from pupils in that grade; fifth, sixth and seventh grades recognized separately; eighth grade and first year in high school combined.

The ticket

One of the local bookstore dealers offered to furnish three books for prizes, so with these and two others which the library bought, the first prize in each group was a book, besides the blue ribbon, on which were written these words in gold (the stylus being used):

Millicent Library Book Tour—1929
First Prize —— Grade ——
Name of child

The boys and girls winning first place were allowed to choose from a given list the books they preferred. The five chosen were *Heidi*, by Spyri (two girls choosing this title); *King Arthur and His Knights*, by Sir Thomas Malory; *Old Fashioned Girl*, by Alcott, and *Hans Brinker*, by Dodge. Yellow pencils to accompany the yellow ribbons were awarded the second place winners. The lettering on



these ribbons was in white. An honorable mention ribbon (pale green with black lettering) was given to each one holding third place honors. Every child who had written one or more reviews of books read was given a "Dutch Twin Book Mark," on the back of which was written, "This certifies that during the summer of 1929, —— —— (child's name and grade) was a member of the Book Tour Party, and traveled at home and abroad over the Millicent Library Railroad and on the *S. S. Libraria.*"

As a special honor, five of those winning mention of one kind or another were chosen to represent book characters, and helped serve tea to a group of mothers and teachers on Thursday afternoon of Book Week.

The question naturally arises as to what the Book Tour reading really amounted to, and whether it was worth while, considering the amount of energy expended on it by librarian and staff, who cooperated in every way to secure results. In the estimation of the librarian, the intangible results seem of greater significance than those which can be written in black and white. The spirit of the children toward the library, their increased reading and interest, the attitude of their parents, all combined give a feeling that the work was not in vain. In actual figures, the following is of interest:

143 tickets were issued.
77 boys and girls reported on books read.
600 books were read for which credit was given.

Interest by Grade

Grade	Pupils Reading
1	0
2	5
3	3
4	14
5	21
6	15
7	11
8	5
First year high	3

Interest by Setting of Book

Reading Interest	Books Read
Europe	196
Fairyland	99
United States	88
Asia	74
Biography	63
South America	24
Africa	22
Canada	20
Australia	14

Tours Through Books

By Birdie Vaughan Lambright
Director of Literature Appreciation, Little Rock Public Schools, Arkansas

Last year, in the early spring, we planned and carried out a scheme for encouraging and recognizing broad and extensive reading. The results were so satisfactory that at the suggestion of our city librarian, Miss Vera Snook, we enlarged the plan and included in its scope books of interest to every child. First, we decided to "go around the world" in books. The children discussed books which they liked and we classified them in regard to their local color, or where it happened. We had an overflowing number of books of our own country, but we decided that boys and girls who go around the world should have an intimate acquaintance with *Tom Sawyer* or *Little Women*. Most of the children chose the former. Then a book was selected for Alaska and *Kak, the Copper Eskimo* was the one most favored. For Mexico we decided *Lucita* was the most interesting. South America has some charming literature but not so much, of course, as North America. We decided to read *Tales from Silver Lands*. *Dr. Dolittle* was selected for Africa and each child later related his travels in Africa with a twinkle, and a smile. We chose two books for Europe, *Heidi* and *Katrinka*. For Asia, some preferred *Gay Neck*, others, *Shen of the Sea*.

This trip around the world, consisting of

only eight books (eight changes of trains or boat) proved so interesting that we decided to enlarge our numbers and we planned many tours. Instead of one book we gave the children the choice of several. For Alaska we had *Kak, the Copper Eskimo, Baldy of Nome, Eskimo Twins, My Life with the Eskimos* and *Polaris;* for other countries we had a correspondingly increasing number. The children were allowed to select the book that made the strongest appeal to them.

To make the trip more real a large picture of a steamboat which was hanging in the Library of our school, bore on its wide walls the names of all who were making the trip. The fact, well known, that the children were thousands of miles apart in their reading, some in Alaska while others were in Africa, did not keep the lively imagination of the children from accepting the picture as it was, all traveling in the boat together. Daily a group of interested youngsters stood near the picture and read their names and the names of others, and found that although they were side by side on the ship they were not even in the same countries in their reading. A large map of all the countries was near and was often consulted. Full recognition was given to each child who completed the tour. The tickets gave the names of books and when books were read the name of the country which it told about was punched.

The children planned the return home by giving a little program in the auditorium. The stage was set as a railroad station and the negro janitor, who was once a porter on a Pullman, called the trains. The weary travelers came trouping in a few at a time dressed as travel worn people should be and carrying suit-cases which bore the marks of much travel in foreign lands. They all arrived during the performance, but not together, as some came from Africa and others from China. Each contributed to the entertainment by telling interesting things about some remote corner of the world where he had been. And though *Tom Sawyer* was a true American and not so very far away, he figured largely and interestingly on the program.

For the summer reading other tours were planned on the same basis, with a wide range of trips suggested in the most approved form. The Mediterranean Tour included books with a setting in France, Italy, Spain, North Africa and other adjoining countries. "Our West with Smoky" not only featured Will James' prize book but other cowboy stories which made a strong appeal to boys.

The tour around the world has been very successfully used in school this winter, and these trips will be offered again this summer.

AROUND THE WORLD
BOOKLAND SPECIAL RAILROAD
1929 EXCURSIONS
GOOD FOR ONE ROUND TRIP
FROM
LITTLE ROCK, ARK., TO ANY OF THE
FOLLOWING COUNTRIES

Rules and Regulations

The Bookland Special will transport you from one country to another in three seconds.

No transfers necessary.
You will be brought home each night to sleep.
Stopovers allowed in each country, if desired.
All passengers must wear a smile.
Baggage checked. No tips allowed.

Books belonging to the Bookland Special must be treated with the utmost care. Neither babies nor puppies should be allowed to touch them.

Passengers may dine when they wish.
No new clothes necessary for these trips.
Quiet should prevail while traveling.

All Bookland Special books must be returned on time. Fines are charged for overdue books.

SEE AMERICA FIRST

American Twins of the Revolution.....Perkins
Downright Dency.....Snedeker
Children's Book of American Landmarks.....Bryant
Little Friend Lydia.....Phillips
Little Men.....Alcott
Little Women.....Alcott
Log Cabin Days.....Blaisdell and Ball
Nancy Rutledge.....Pyle
Nicholas, a Story of New York.....Moore
Puritan Twins.....Perkins
Story of American History.....Blaisdell
Story of the Pilgrims for Children.....Usher
Story of American Life and Adventure....Eggleston

ON THE INDIAN TRAIL

Basket Woman.....Austin
Chi-Wee; the Adventures of a Little Indian Girl.....Moon
Chi-Wee and Loki.....Moon
Deric in Mesa Verde.....Nusbaum
Deric with the Indians.....Nusbaum
Flaming Arrow.....Moon
Indian Child Life.....Deming
Little Smoke.....Stoddard
Magic Forest.....White
Old Indian Legends.....Zitkala-Za
Red Crow's Brother.....Schultz
Shasta of the Wolves.....Baker
Sinopah, the Indian Boy.....Schultz
Son of the Navahos.....Schultz
Taytay's Tales.....De Huff
Wigwam Evenings.....Eastman

OUT WEST WITH SMOKY

Boy Scouts in Glacier Park.....Eaton
Juan and Juanita.....Baylor
Log of a Cowboy.....Adams
Smoky.....James
Story of the Cowboy.....Hough
Stories of the Great West.....Roosevelt
Thunder Boy.....Baker

IN THE FAR NORTH

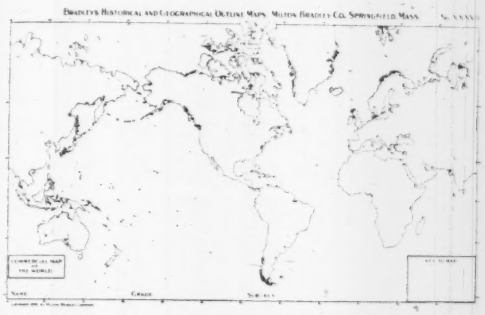
Bob North Starts Exploring.....North
Boy's Eye View of the Arctic.....Rawson
Children of the Arctic.....Peary
David Goes to Greenland.....Putnam

A World Cruise

By Anne Fox Oliphant

Children's Librarian, Rice Branch, Cleveland Public Library, Ohio

THE WORLD CRUISE at Rice Branch in the summer of 1928 issued passports (lists of travel books of different countries), one for the older and one for the younger children. They read a book a week, reported orally or on paper, and in the fall there was a special celebration for fathers, mothers and friends of all those who had reported on ten books. At this celebration Miss Power described chil-



Outline map colored and filled in as books were read

dren's libraries in France and told of her visit to Captain Macmillan's ship, the *S.S. Bowdoin,* and the American dolls Captain Macmillan was taking to the Eskimo children; Mrs. Dunn of the Art Museum talked of her travels abroad; Miss Pennington spoke of her experience in Burma and told a few stories of elephants; some of the children told of the books they had read and what they would do if they went abroad; and the Honor Reading Certificates were presented.

The next summer, in 1929, there were three kinds of passports: yellow for the older, blue for the middle-sized and green for the first, second and third grades. Outline maps of the world were given to the yellow and blue passport cruisers, while the younger ones had their names on the World Cruise roster and stars were put beside their names as their books were read. The maps were colored as they chose and the titles of books were filled in as they read and gave reviews of the books. There was a suggested itinerary going round the world starting with "See North America First." Displays were made each week of the books of different countries. That autumn the World Cruisers (those who had read ten books during the summer), their fathers, mothers and five friends, were invited to represent different nationalities in paper costumes and to meet Mrs. Sweet, Pinocchio, and dolls from different countries. Mrs. Sweet was both interesting and entertaining, and Anne Andresovsky read a poem she had written on the World Cruise. Our plans for next year have not reached any definite conclusion yet.

RICE BRANCH WORLD CRUISE PASSPORT 1929

NORTHWARD, SOUTHWARD, EASTWARD, WESTWARD, Ho!

And there's no end of voyaging
When once the voice is heard
For the river calls and the road
Calls, and oh! the call of a bird.

—*Gould.*

NORTH AMERICA

Baker ..... *Shasta of the Wolves*
Baylor ..... *Juan and Juanita*
Canfield ..... *Understood Betsy*
Cannon ..... *Pueblo Boy*
Darling ..... *Baldy of Nome*
Gardiner ..... *Father's Gone A-Whaling*
Greene ..... *White Pony In the Hills*
Harris ..... *Uncle Remus*
Leetch ..... *Annetje and Her Family*
Lindsay ..... *Johnny Appleseed*
Loman ..... *Takuk, an Arctic Boy*
Moon ..... *Chi-Wee*
Nida ..... *Letters of Polly, the Pioneer*
Schultz ..... *Sinopah, the Indian Boy*
Seton ..... *Krag and Johnny Bear*
White ..... *Joan Morse*

BRITISH ISLES

Casserly ..... *Michael in Ireland*
Colum ..... *King of Ireland's Son*
Crew ..... *Saturday's Children*
Grierson ..... *Tales from Scottish Ballads*
Jacobs ..... *English Fairy Tales*
Lamprey ..... *In the Days of the Guild*
MacManus ..... *Donegal Fairy Tales*
Young ..... *Wonder Smith and His Son*

SCANDINAVIA

Aanrud ..... *Lisbeth Longfrock*
Asbjornsen ..... *Fairy Tales from the Far North*
Brown ..... *In the Days of Giants*
Choate ..... *Little People of the Hills*
Colum ..... *Children of Odin*
Djurklou ..... *Fairy Tales from the Swedish*
Lagerlof ..... *Further Adventures of Nils*
Lagerlof ..... *Wonderful Adventures of Nils*
Zwilgmeyer ..... *Johnny Blossom*

RUSSIA

Haskell ..... *Katrinka*
Houghton ..... *Russian Grandmother's Wonder Tales*

POLAND

Borski ..... *Jolly Tailor*

CZECHOSLOVAKIA

Fillmore ..... *Czechoslovak Fairy Tales*

HUNGARY

Tornia de Kover ..... *Hungary*

Traveling By Way of Books

By Eva Leslie

Principal of the Department of Work with Children, Los Angeles Public Library

Sky, be my depth,
Wind, be my width and my height,
World, my heart's span,
Loneliness, wings for my flight

MANY people are unmindful of the fact that the majority of children are unconsciously striving to escape from the benevolent tyranny of their elders, as Christopher Morley has so cleverly brought out in *Thunder on the Left*. Children are not only eager to break through the immediate restrictions of their environment but are impatient to sweep over the confining boundaries of childhood itself and to grasp all of life at once. Fulfillment of this desire is possible only through books. Books are the ideal medium through which they may thrill over records of actual achievement, participate in daring exploits of imaginary heroes, wing through the world of fantasy, or penetrate the sense of loneliness which really underlies their hunger for escape from restraint. In the Los Angeles Public Library we have tried to meet these natural instincts of children by providing an opportunity for vicarious adventure in traveling, through books, and by giving them the privilege of planning their own itineraries, journeying alone or in groups.

Because summer is the season when the majority of people travel, BOOK TOURS were planned as a vacation activity, and inasmuch as all tourists must have passports, all BOOK TRAVELERS were required to use LIBRARY PASSPORTS. These were as nearly as possible counterparts of those officially used by actual travelers. They were printed upon sheets of heavy yellow paper measuring eleven by eight and one-half inches. The sheet was first folded from top to bottom, then refolded from side to side in the form of a booklet. On the outside fold of the passport appeared a line-drawing of a book superimposed upon a map of the western hemisphere, inclosed in a circle, with the words LOS ANGELES PUBLIC LIBRARY—BOOK TOUR. Under the cut appeared the caption,

PASSPORT

UNITED STATES OF AMERICA

(Space for branch name)

SEE THE WORLD THROUGH BOOKS

Inside the second fold or the width of the passport, a detailed description of the traveler was transcribed. One-half of the fold was headed,

UPON COMPLETION OF THE BOOK TOUR PASSPORT WILL BE PRESENTED TO SIGNEE

and below,

NOTICE

THE TRAVELER SHOULD SIGN BELOW AS DIRECTED

Here the child's name, school, grade and library address were inscribed. On the opposite fold appeared, "Description of Traveler." Then followed height in feet and inches, color of hair and eyes, and place and date of birth. At the bottom of the fold a space was left for a photograph of the traveler. The library gained interesting and sometimes surprising data from the "place of birth." The children were much impressed by the opportunity to have their pictures attached to the important document. When they had no photograph we suggested that a picture from a magazine be substituted or that they draw one. The effect and likeness were quite as good as the majority of those on official passports.

The first fold or the length of the passport was headed,

IMPORTANT

This passport is valid until———————— 19——. It is good for travel in all countries, but it is not subject to extension. Lines were ruled upon which the names of books read were entered, the first ten of which were numbered, as only ten books were required. The passport became the property of the traveler upon the completion of his tour. Under the headings "Country," "Route" and "Visa" were listed the country visited, the title of the book chosen, with the children's librarian's signature as a visa. The children were thoroughly impressed because of the realistic manner in which the plan was carried through. One little girl brought her grandmother's passport to the library for comparison with the book passports. Four words new to the children were used in connection with the activity, viz: "valid," "signee," "visa" and "itinerary" and aroused no little comment, everyone using them upon all possible occasions.

Great excitement reigned during the planning of routes and book itineraries. Steamship routes, atlases, Baedekers and all travel guides

IMPORTANT

This passport is valid until _____ 19____

It is good for travel in all countries, but it is not subject to extension.

COUNTRY	ROUTE	VISA
1.		
2.		

Upon completion of the Book Tour passport will be presented to Signee.

NOTICE

The traveler should sign below as directed.

Name _____
Signature of Traveler

School _____

Grade _____

Library Address _____

LOS ANGELES PUBLIC LIBRARY
BOOK TOUR

PASSPORT

United States of America

See the World Through Books

Description of Traveler

Height _____ Ft. _____ In.

Hair _____

Eyes _____

Place of Birth _____

Date _____

TOURING EUROPE
Through
CHILDREN'S
BOOKS

LOS ANGELES PUBLIC LIBRARY
Department of Work With Children

"Books are ships, adventure camp—"

SPAIN

TALES OF ENCHANTMENT FROM SPAIN, by Lelli.
Fairy tales with strange Spanish settings.

IN SUNNY SPAIN WITH PILARICA AND RAFAEL, by Bates.
Reading this, we share the life of a real Spanish family.

DON QUIXOTE OF THE MANCHA, by Cervantes; Saavedra; retold by Judge Parry.
Strange and amusing misadventures of a knight-errant who tilted at windmills.

STORY OF THE CID, by Wilson.
Dangerous exploits of the valiant Cid Campeador.

TALES FROM THE ALHAMBRA, by Irving.
Legends woven around a beautiful Moorish palace in Spain.

ITALY

ITALIAN PEEPSHOW, by Parsons.
Fairy tales full of the colors of old Italy.

NIMBLE-LEGS, by Capuana.
He carried messages for the great Italian, General Garibaldi.

obtainable were consulted with much interest. Means of travel were optional, airways being most popular. In our attempt to make everything connected with the activity realistic, no impossibly long flights were permitted. The children entered into the spirit of the idea with unaffected enthusiasm. Through the use of various types of pictorial maps, displayed in the branch children's rooms, the voyagers were able to visualize their trips.

A conscious effort was made to eliminate prosaic book reports by requesting the travelers to tell where they had been, what they had seen, and whom they had met, instead of relating the plot of the story. This afforded the children's librarians a splendid opportunity to emphasize, informally, racial traits and national customs of the peoples visited. One enterprising child made a very attractive scrap-book in which she pasted pictures of racial types she had met during her trip around the world. She called it "Friends I Have Made Through My Book Travels."

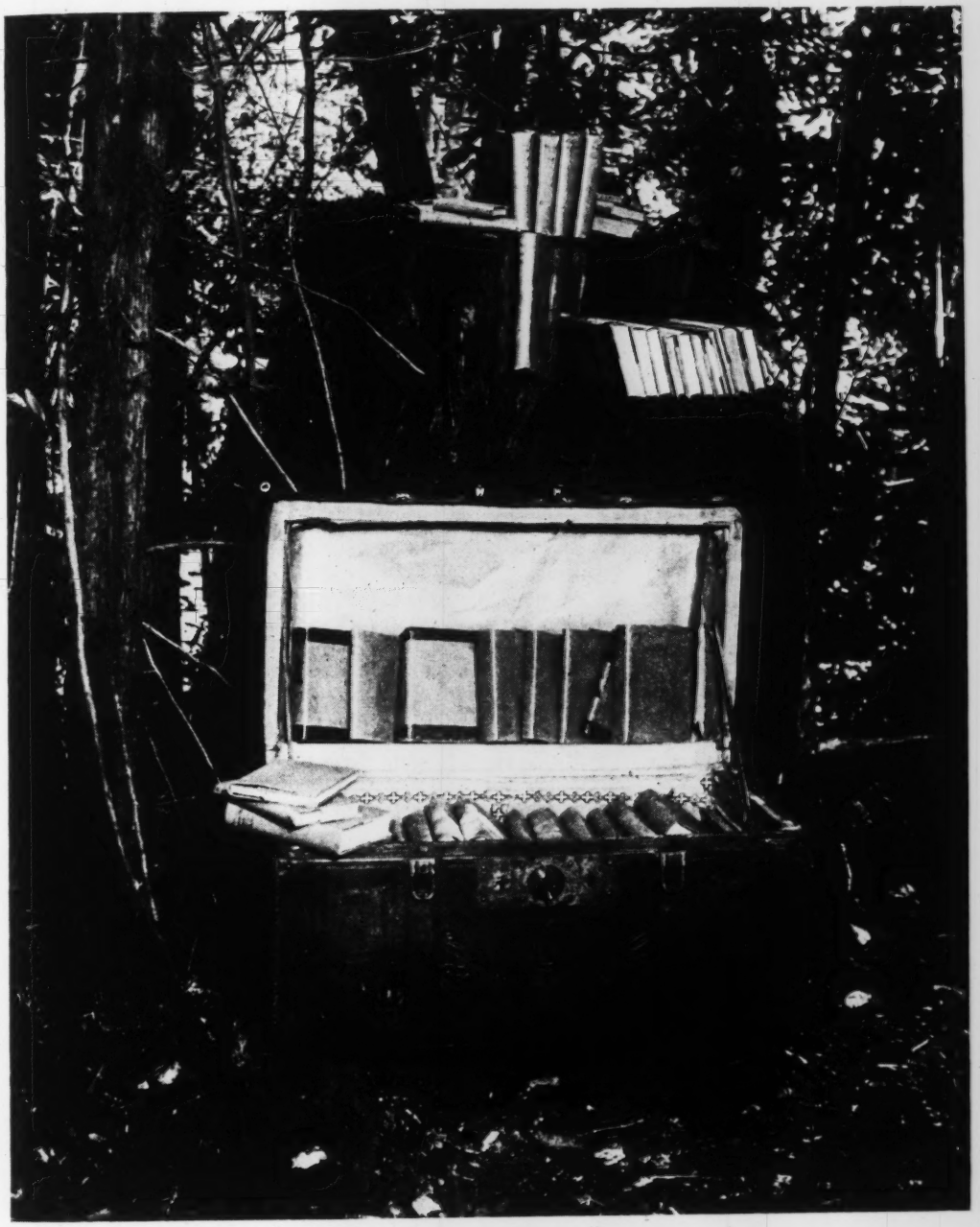
Some of the travelers proved to be veritable Cook's tourists and flitted from one country to another with great rapidity, but more chose to stop over in a place for two or three books—while a few remained for ten books. The greatest freedom of choice was given. The informality of this activity was so disarming that the children were off their guard and, as a consequence, were unusually frank in discussing their impressions of the peoples about whom they had read. This frankness was of great value to the children's librarian because it gave her a new approach to their interests. In describing his visit to Japan, one boy expressed great satisfaction over the fact that the Japanese hold one another in such high esteem, particularly approving of the deference little sisters have for their brothers, always addressing them as "Honorable Brother." He emphatically proclaimed his intention of seeing to it that his own little sisters read all of the books about Japan.

For the most part the children were introduced to a country through fiction or folklore; legends, history, and travel were suggested while their enthusiasm was still keenly alive. However, we were guided by the manifest desires of the travelers themselves, thus avoiding any semblance of insistence, the one idea being to extend their reading horizons and to provide them with a background of understanding for their world neighbors. In one branch library the travelers held a party at the end of their vacation, many attending in costume, at which they exchanged their experiences of the summer. It transpired that practically every part of the world had been visited through books by the various members of the group.

Splendid translations of foreign books, stories with settings in other countries, carefully selected collections of folklore and legends, all tend to impress the children with a sense of kinship with other peoples. Naturally, this should help them to attain the tolerance that is so necessary to universal understanding and is so lacking in the world today. It certainly helps to bridge that tragic gap which too frequently exists between the foreign parent and his American child, because the parent is in a position to give a vivid background for the books read on the "Old Country," while the child becomes conscious of the contribution the "Old Country" has made to America. Some of the children gained a genuine pride in the country from which their parents had emigrated. The passport activity naturally leads to the seeking for further information about the world in general and, as a consequence, develops a sense of proportion toward the world as a whole.

The reactions of the children to this plan were interesting because they developed into group activities that have continued for a surprising length of time. For instance, Passport reading led to the organization of an International Relations Club which still meets at regular intervals in the children's room of a branch library. At first the meetings were extremely informal. Routes of travel were marked and countries were colored on a wall map and pictures, pottery, embroideries, in fact, anything that would contribute to the background of the country were used. Later the meetings became more formal with definite programs planned. Book discussion meetings alternated with talks given by natives of the particular "country of the month." At the end of two years the club is still active, the latest development being cooperation with a dramatic group on the neighboring playground, which provides a program characteristic of the country visited on the days the guest speaker is present. Living as we do on the Pacific Coast, emphasis is laid on our near neighbors, the oriental countries. A marked change in the type of questions the members ask the speaker is observable. Ignorance and prejudice have slowly been replaced by a friendly interest and understanding.

The Passport plan can be successful only when the imagination of the children is stirred. Its strength rests upon its informality, the occasion afforded the children's librarian for a closer personal contact with individual children, and the opportunity to develop group activities, also to follow up with suggestions for more intensive reading along special lines.



THE TREASURE CHEST

"The Treasure Chest" was a camp library at Camp Wasibo, Santa Cruz Mountains, where the San Francisco Camp Fire Girls had their summer camp. The books sent to this camp were furnished by the San Francisco Public Library, and were selected under the supervision of a member of the staff interested in the Camp Fire Girls movement.

Special Collections for Summer Camps

By Grace N. Davendorf

Schenectady Public Library, N. Y.

As the summer vacation season approaches, it is always interesting to the public library worker to note the variety of books which are loaned for vacation periods. To most people the summer vacation is a time for relaxation, and there comes the desire to do something different, entirely and absolutely different, from the daily routine to which one has been accustomed during the year. But in spite of the fact that books and reading are very much a part of our everyday life, when the vacation time comes there is scarcely a person who will pack his trunk for a season of camping, a few weeks at a summer resort, or even an extended trip of sightseeing, without stowing away in his baggage a book or two. Perhaps the books may be placed in the very bottom of the trunk, to be read at some far distant rainy day, but, nevertheless, the desire for the companionship of books is so vital that scarcely a person will go on even a short holiday without taking at least one or two books along.

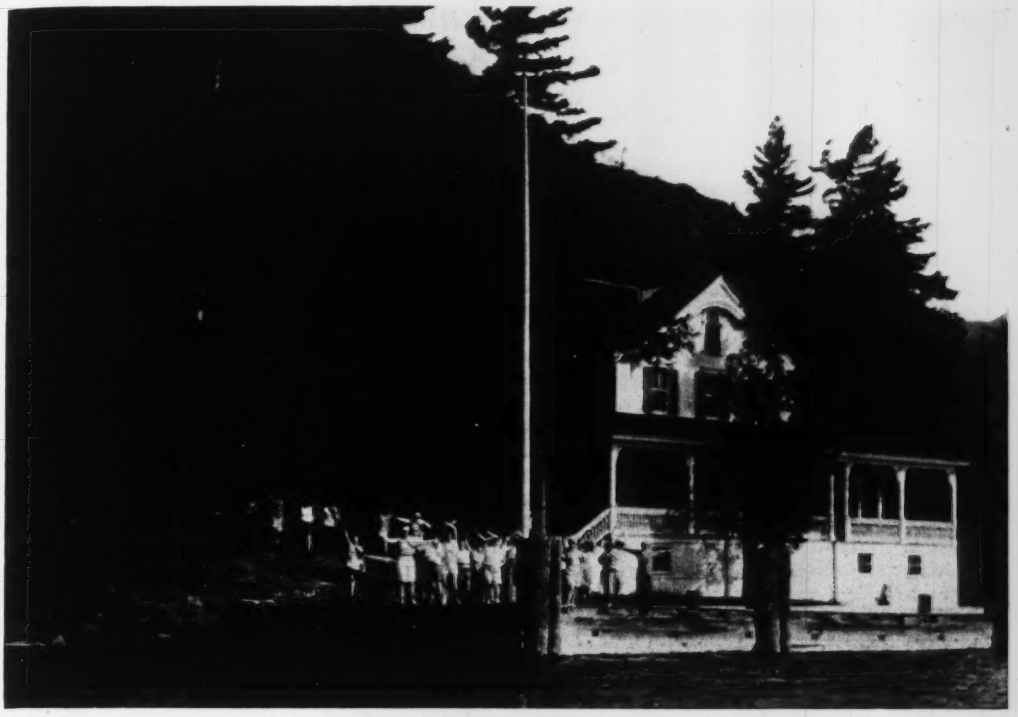
To many people this vacation period means an opportunity to "catch up" at least a little in the reading of numerous books which they have heard about or seen during the year just past, but have not found the time to read. To some people the lightest and most frivolous kind of fiction means relaxation and delight, while to many others who have had little time for serious reading during the winter months, the classics, history, travel, biography, literature or science, mean a real recreation and pleasure. The public library exists to serve not only these two types of vacationists, but all other readers as well.

Some libraries loan books at vacation time for a certain period of time, usually longer than the regular custom. The Schenectady Public Library loans books for vacation use for a period of four weeks, with the privilege of another four weeks' renewal. This is of distinct advantage to the people who are to be in camp, or on trips, for a number of weeks at a time and who could not easily have access to a library for their reading material. The public library does not in any way attempt to advise its patrons what to read, or to give courses in reading, as the library is in no sense a school, but the true librarian is always ready and willing to give helpful suggestions on any particular subject that a person desires. The books are on the shelves and each person may do his or her own choosing. The book lists which the Schenectady Public Library has printed are of real assistance to the person choosing books for the summer vacation.

This library has, for several years past, made a practice of sending cases of books to the summer camps of the various organizations of its locality. Some of the camps to which books are sent are: Boy Scouts, Girl Scouts, Young Men's Christian Association, Young Women's Christian Association, Red Cross, Children's Home and the General Electric Women's Camp at Lake George. While a few of these organizations have sent suggested lists of the books they desired for their summer camps, it has generally been the practice of most of them to allow the library to select the books. It really seems the wisest plan to allow the library assistants to make the choice, with perhaps some suggestions from the leaders of the organizations who have the camp work in charge, for the librarian knows not only the resources of the library, but also the types of books which are best suited and will appeal most strongly to the different groups of young people who will be at these summer camps.

Approximately fifty books have been sent to each camp, with the privilege of keeping them for the entire summer season. If other books have been desired after the case has been sent, those books have also been sent on to the camp requesting them. As many of the camps are especially for young people, books are chosen which will be of the most benefit, instruction and interest to the youthful mind. Among some of the non-fiction books which have proved very popular at nearly all of the camps, are the books on wild flowers, trees, birds and any other natural history works which are not too technical. At the Scout camps the various scout books are always in demand, as well as any books on outdoor sports and games, such as hiking, swimming, tennis, canoeing, yachting, sportsmanship, etc. The aviation books, too, have been proving very popular in these camps. Of course no collection of books for summer reading would be complete without fiction, and in selecting this the widest possible choice is given to suit the many and varied tastes of the different readers.

The library has had strong wooden cases constructed especially for the purpose of sending books to the various summer camps. Each case holds approximately fifty books and is provided with a lock and key. A typewritten list



Here comes the Library! General Electric Women's Camp on Lake George

of the books sent is fastened to the inside cover of the case and a duplicate list is kept at the library. This secures a check on the books for both the camp director and the library. For the benefit of other libraries, it might be well to state that very few books have ever been lost and the books are nearly always returned in good condition.

Letters, as well as personal expressions of appreciation for the books loaned, have been received each year from the various camp directors and leaders of the organizations sponsoring the camps. When the practice was first instituted books were loaned to a very few camps, but each year new ones have sent in requests for books so that now there are eight or nine camps to which these so-called "traveling libraries" are sent. Last year, for the first time, the General Electric Women's Camp sent in a request for books, to be sent to their camp at French Point, Lake George. Thus, each year some new camp is added to the list of those who have already from year to year taken advantage of the resources of the library.

In sending books to various camps we feel there is a real service. It not only brings the young people in touch with good books during the summer season, but often helps them in the forming of ideals and life habits, for the companionship of good books is much like the companionship of good friends. Then, too, it brings them in touch with the public library itself, through its books and this may open up to the minds of the young people as never before the value and use to be derived from the library and its vast store of intellectual resources. Of course these summer camps are usually situated too far from a town or city for the young people to go to a library for reading, and so why not have the books go directly from the library to them?

After all, it seems as if the real motto of a public library should be "Service to All," and what can be a better way of serving than to supply good, wholesome reading material, free of cost, to these young campers who will enjoy the companionship of good books not only on rainy days, but on the sunshiny days as well, and who knows how far-reaching the influence of a good book may be!

The Organization and Administration of Libraries in Practice Schools

By Elsie Howard Pine

Assistant Professor of Library Science, State Teachers College, Emporia, Kansas

IN *Books as Windows* May Lamberton Becker tells of a German professor who declared that if his countrymen should be confronted with two doors, one inscribed "This way to heaven" and the other "This way to a lecture about heaven," the crowd to a man would surge through the second entrance. She also tells of a boy who approached the reference librarian in search of books to be used in the preparation of his daily theme. This proved upon investigation to be, "What I Saw on My Way to School This Morning." Since last September I have been upon a more or less diligent search for information to be found in books and periodicals upon the subject of "The Organization and Administration of Libraries in Practice Schools." Not only have I spent much of my own time in the search, but have engaged the interest and enlisted the services of other members of the library staff and of the students in the library science classes. Perhaps Mrs. Becker's two stories "had perched in the rafters of my mind and flapped a warning at me," for when I began the actual writing of the paper it came to me with great forcefulness that my chief *raison d'être* in the Kansas State Teachers College of Emporia during the past eight years has been for the organization and administration of a library in a practice school, and I had been pursuing a course not unlike the boy who was searching in a book to find what he saw on his way to school. Emerson held that we feed our wits to entertain them. And so we hide behind the doubtful authority of quotations and the shibboleths of questionable statistics instead of telling honestly and faithfully what we have learned through experience. Like Kipling's poor man Tomlinson

> "This I have read in a book," we say, "and that was told to me
> And this I have thought that another man thought of a Prince in Muscovy."

Remembering the cruel fate of that gentleman, I am determined to forego the things I have heard and seen and thought, and to confine this paper to what we "ha' done."

Libraries in practice schools, like the teachers and pupils of those schools, are in most essentials the same as in any other schools. It is only in a few particulars that their function is peculiar and their services unique.

Elementary School Libraries

Since the high school library is my particular interest and my terminal facilities on that line weak, we shall consider the elementary school library first. Some interesting facts upon this type of library were obtained as incidental information from a questionnaire upon Student Help sent by Mr. C. P. Baber to representative State Teachers Colleges in all parts of the country. Of the thirty-one replies received only sixteen reported provision for book service to the practice schools which would even approximate the standards suggested in the A. L. A. pamphlet of 1925 on the planning of the school library. We shall check the conditions existing in these sixteen schools against the standards.

Location

"What should be the location of the school library?" "Near to or adjoining the study hall and in a part of the building that is quiet and easily accessible." Five of these schools, including our own, house the collection in the college library building. So far as one is able to interpret the statistics, all of the five make provision for study hall or classroom collections to be sent to the training school. The disadvantages of this plan of housing seem to many of us who have observed its operation over a period of years to outweigh its advantages. In the first place the atmosphere of a college library is not one friendly to children. Even before they enter the building they often meet a rebuff in a door so heavy that it will scarcely yield to little bodies, or a knob or latch so high and fast that it is hardly turned by chubby hands. If the library is to function as the heart of the school it must be in the body of the school. The librarian whose headquarters are half-way across the campus from the school cannot keep her finger upon its pulse. She will always be in some measure a stranger and an outsider both to teachers and pupils.

The advantages of the location of the school library in the main building are the increased number of hours which are afforded to supervising teachers and practice students for the use of the collection; the closer connection with the library as a department and the consequent improvement in technical processes; and the advantage to the school librarian in association with persons of her own kind. The director of

libraries appreciates the unity and solidarity which it gives to his staff. The location of the practice library in the college library building acquaints the student with a school library from the first day of his enrollment straight through the two or four years of his training as against the semester or year of his practice teaching when the library is situated in the training school. He has become so much accustomed to the school library that when he goes out to the towns and villages to teach he will look upon it as a necessity hard to forego.

Seven schools in the survey reported quarters for the elementary school library in the training school building. Detroit Teachers College furnishes an example of a complete separation of the school libraries from the main library. Quoting their answer, "Practice schools have their own libraries and librarians." Columbia Teachers College and the University of Chicago are other examples of this form of administration. From a somewhat limited knowledge of the functioning of the libraries in these schools one would conclude that the plan tends to magnify the value of the library as a teaching agency and to enhance its usefulness to the children of the practice schools.

Other methods of administration in vogue are the room deposits or classroom collections; a combination of the elementary school libraries with the junior and senior high school libraries; and a model library in the education building. It will be seen that the burden of practice, as well as the weight of authority, rests with the location of the elementary school library in the training school rather than in the college library.

Space, Shelving, and Equipment

No data are available as to actual situations upon these points. The standard specifications are well known to this group. As a matter of policy, if not of necessity, it is well to keep the equipment down to essentials in order that the student-teacher may see that the school library does not need to be an expensive luxury.

Hours

The hours of service per week in these libraries ranged from fifteen hours per week to seventy-seven and a half in winter and eighty-five and a half in summer. Libraries located in the main library building averaged more hours per week than those in practice schools. We have no way of interpreting these figures to show whether they indicate an increase in service or merely a loss in time.

Books

No ideal number of books is named in the standards. Teachers College at Greeley, Col., reports 5,500 volumes. Kansas State Teachers College of Emporia has 5,000. This represents six to eight times as many books as will be found in the school in which the student-teacher is preparing to teach. A course in Children's Literature, which will serve as a guide to the best in the collection, is of the greatest possible value. This is especially helpful for the student who comes from elementary and high schools which have not given him library opportunities.

The Librarian

At the present stage of school library development that which is possible is so foreign to that which is ideal or even desirable that it seems unnecessary to elaborate upon it. The Board of Education for Librarianship has said that if the entire output of the library schools were thrown into school libraries alone, it would supply only seven per cent of the need. The writer knows one State in which one would be hard-put to place seven trained librarians in school libraries in one year, to say nothing of seven per cent of the library school graduates. The *need* exists, it is true, but the *demand* is another story. Even libraries in practice schools which serve as examples of good library policy, are seldom fortunate enough to have a full-time librarian in charge, who has had training and experience in both teaching and librarianship. College presidents and directors of libraries, who of all people should know better, are prone to regard the school libraries as a part of the administration which can be attended to at odd moments by a staff member whose time is already crowded, much as a housewife disposes of her fancy-work. The school principal or superintendent who does not entertain that notion is as rare as the dodo. It is the privilege of the librarian in the practice school to change all that. The change will not come as speedily as persons upon central committees think that it should, but it will come. The supervising teachers, not slow to see the help which an efficient librarian and a well-organized library is to them, pass the idea on to the practice teachers, who in turn carry it into the towns and villages, and the time will come when the school librarian and the library will be considered as necessary a part of the school organization and equipment as the playground supervisor and the slippery slide.

Service

But, you are asking, what of the library and its relation to the pupils of the practice schools? I once heard Hendrik Van Loon refer to these children as the little "observed of all observers." Up to this point in the paper their library

seems to hold a similar position. It is now time to consider it from the standpoint of the children. To them all the things which we have written are unimportant, even unknown. The library is simply their first aid and last resort. It is not a problem, but a place to go to find out about anything which a boy or girl would know —"shoes, ships, sealing-wax, cabbages, and kings." The boys in the stamp club learn the history, identity and value of the stamps in their collections, the little girls in sewing discover that the thimble was originally worn on the thumb, and was called a thumb-bell; the book club find that the *Trumpeter of Krakow* is a thriller; the nature study group read of the "cat who walks in the wet woods waving his wild tail" and of all the other "strange tenants of plants and trees." The meaning of Armistice Day is discovered and the implications of the peace and good-will proclaimed by the Christmas carols become something real and concrete. In short, these daughters of Eve and sons of Adam find themselves at home in their world through books suited to their reading ability and upon the level of their interests—books which inspire and direct constructive thinking; bring to them both detailed study of sections, industries and interests of various kinds, and passing glimpses of them; and which acquaint them with life and labor in the various parts of the world. In other books they find close friends, some not unlike the ones they know in real life, others who have strange adventures, some who lived in other lands and other ages and others who never have existed at all except in the realms of the imagination.[1]

Not many weeks ago it was my good fortune to hear Bertrand Russell and Will Durant debate the question, "Is modern education a failure?" Russell's brilliant arraignment of the modern system began with a definition and limitation of the terms *education* and *schools*. For the purposes of the debate education was defined as "that which is done to young people in schools" and the term *schools* was limited to elementary schools. Mr. Russell said that Aristotle's definition of a man who naturally loves knowledge was explained by the fact that Aristotle lived in the days before there was education, and asserted that not one per cent of young people leaving school today love knowledge for its own sake. As a reason for this situation he gave the method of teaching in the modern school which, he thinks, leaves the pupil with the impression that there are only two kinds of knowledge, that which the teacher wishes him to possess, which is always dull, and the kind which he wishes to possess, which is always wicked. The first sort is not wanted because it is dull, and the other sort is not wanted because it seems to get you into trouble. One was in grave danger of being convinced that education is a failure by the sheer brilliance of Mr. Russell's dialectic. But as he spoke there came to my mind a familiar picture of a roomful of busy, happy, eager children, bent upon finding the very knowledge which they wished to possess without fear of getting into trouble and I thought that Mr. Russell might see in any going school library some of the means of the fostering of the intelligence, self-reliance and cooperation which he believes are the true objectives of education.

[1] Green. *Reading for Fun.* Badger. c 1925.

The High School Library

The twelve high school libraries reported in Mr. Baber's survey were all housed in the training schools. So far as I was able to interpret the data, all of them combined the collections for the junior and senior high schools.

Standards

Few of us have attained in practice, or conceived in imagination, a set of standards which surpasses the C. C. Certain Report. It contains everything that is essential, and is at the same time upon the level of reasonable accomplishment.

Book Selection

Much that I shall say under this head will be rejected as what a scientific friend of mine scorns as p.o. (personal opinion). In the first place, although I subscribe to a book-of-the-month plan of reading, contribute to, and even compile "basic" and "approved" lists of books, I do not believe in them. Though I submit to the number of calories I must eat at a meal, and to the proportion of vitamines *A, B, C* and *D* which that meal must contain; the temperature at which I must keep my house; and the number of inches my skirts must clear the floor; though I accept a standard for the height of my kitchen sink, the length of my sheets and the width of my bed, I keep at my bed's head, the books clad in black or red, which I choose. Experience leads me to believe that a librarian should have something of the same freedom in selecting the collection for the school library. She knows her clientèle and should know books, and it is her business to make the two agree. It is well enough to be guided by the *Standard Catalog for High School Libraries* or any other standard lists, but deadly to be driven by them! Do the children of University High in Chicago have the same needs as the children of the Dutch Mennonites in Hillsboro, Kansas? I doubt it. Authors must live, it is true, but there are many times when the book-lister rings the bell that "I will not stir,

though the meeting-house burn down." We do not need everything, even of that which is best. It is a negative blessing, perhaps, but the fact that I grew up with a limited number of books has enabled me to extract a vast amount of information from the dictionary and to find much beauty and wisdom which relates practically and directly to everyday affairs in Shakespeare and the King James version of the *Bible*.

Truth may be relative, but the quest for it is eternal. Just now it is the fashion to seek for it by means of the test-tube, the telescope, the microscope, the dissecting knife, the x-ray, the crucible, the stethoscope, the retort and blowpipe, the guinea-pig, the intelligence test and the questionnaire. We are learning not to speak of the mind as the seat of intelligence, the soul as the center of the moral nature, and a state of consciousness as "one of the fundamental phenomena of at least animal life" because, forsooth, there is none such. Nevertheless, all undismayed, we garner the beauty, the wisdom, the rejoicing, the suffering, the achievements and the failures of the ages within the four walls of our library, and, strange to relate, "functioning organisms" conditioned to such an environment manifest reactions in their ductless glands and forms of behavior are built into the pattern of their nervous systems which result in "types of individuals" which are not unlike those whom we have ignorantly supposed were personalities whose consciousness was awakened, their minds inspired, their spirits freed, and their souls saved through the guidance of wise teachers and great books.

Taking Stock in the Library Business

By Arthur E. Bostwick

Librarian, St. Louis Public Library, Mo.

THE AMERICAN PUBLIC LIBRARY has now been offering the kind of service peculiar to it for about half a century. I believe that few of us realize how peculiar this service is, and how unusual it is for libraries to offer it. Every civilized country, of course, has its libraries. They resemble each other in owning and preserving collections of books, but in other respects they often differ widely. For the first time in history there is now an international library organization. It held its first meeting in Rome last summer and is to meet again in Stockholm next year. To these meetings all the world's national library associations send delegates. It was my privilege to serve as one of the American delegates to the first meeting. One difficult question that came up was, What organizations are competent to send delegates? That question does not arise with us, for although we have more than one national body of librarians, everyone agrees that the American Library Association is our generally representative body. But in some countries there are more than one such body. The older, and so-called, scholarly libraries may have one and the newer, more popular bodies, corresponding roughly with the popular sections of our public libraries, may have another. In most of the Latin countries, where the library as an agent of popular education is almost wholly unknown, the question does not arise, any more than it does here, for the only recognized libraries are the scholarly ones. It is in the Teutonic countries, including the British, that it comes up especially, and in those countries it has been answered by giving the right of representation to the older bodies. Even here, where the library is everywhere recognized as an instrument of popular education, only two of the fourteen official delegates were public librarians.

It so comes about that the international body representing the library profession has come to represent almost entirely the scholarly part of it, which practically means that part interested in gathering and preserving old books and manuscripts, especially those in the "humanities"—those subjects that interested scholars before the advent of the "modern" world; and in facilitating the study of these by students. Of course, the thousands of industrial and scientific subjects that interest the modern world have little place in such a library, and the same may be said of modern educational subjects, of simplifications for the inexpert reader and of the whole body of juvenile literature.

I had the pleasure of a call, when in Rome, on one of the foremost medieval scholars in the Roman church—Cardinal Ehrle, who is engaged in studies for a comprehensive history of medieval philosophy. He told me that for his purposes the valuable part of a library consisted solely of its manuscripts. The work of the medieval philosophers was rarely printed, and then not the best of it. There are 100,000

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manuscripts in the Bibliothèque Nationale at Paris, 70,000 in Vatican library and so on. The printed books might all be destroyed for any effect that they would have on his work. Not one of our thousands of libraries in the United States would be of the slightest use to him.

We need not depreciate the great value of studies such as this, nor the necessity of great collections of source material to support them. But when we realize that the great body of foreign librarians are of this type, that they have never heard of the kind of library work that we are doing in this country and having heard of it are not in the slightest degree interested in it, it is time, I think, to consider soberly whether, after all, what we are doing is important, and, if so, what we can do to secure its recognition throughout the world as important.

We have been busy in securing such recognition in our own country, and our success has been noteworthy. That it has not been universal is shown by vast stretches of country where the public library is feebly recognized or nowhere present. The furtherance of our work in our country, as well as its recognition and imitation abroad, both invite the kind of stock-taking that I have just suggested. In the first place, then, what have we been trying to do, and, in the second place, how far, if at all, have we succeeded?

The first question is complicated by the fact that we have not all been trying to do the same thing, owing to the other fact that we have been—and, to some extent, still are—in different stages of progress from the old to the new library idea. Stated somewhat baldly, the oldest idea was simply that of the preservation of valuable records. The newest is that of the cultivation and maintenance of a standard of popular intelligence—in other words, a purely educational goal, including in education what is usually termed recreation. The steps from the earliest to the latest of these ideas are many, but we may easily recognize certain well-marked stages. In general, there has been change from a stress laid on the mere preservation of material, to that laid on its use, both in quantity and quality.

Preservation was naturally stressed in the period where duplication was difficult and unusual, being effected wholly by hand work. It must still be stressed in the case of all such material as is unique, or nearly so—old, out-of-print books and original manuscripts. In the case of material intended for wide popular use, use, rather than preservation, must be the object. Such material we may compare to carbon in the form of coal, where use necessarily implies destruction. The earlier, unique material, on the other hand, is like carbon in the form of the diamond where use implies preservation, and destruction is to be avoided at all hazards. A stock of this material is of the nature of permanent plant, while the other rather resembles annual supplies, such as fuel, stationery, illuminants, etc. These we expect to be destroyed and renewed, as an incident of their proper use.

In a large, modern library both kinds of material are to be found, of course. In a small one there is little of the former, although it is rarely absent.

The stages of recent library progress have all been movements toward making the second kind of material and its use more effective. To this end the arrangement of library buildings and methods of book-storage have been changed. Library service and its distributive units have been spread over the whole community; instead of being concentrated in one spot. There has been cooperation with other educative effort—especially with the schools. Special attention has been given to children. The books have been made accessible to all, involving radical changes in library construction and arrangement; and users have been allowed and encouraged to take them home for use there. In fact, these two last things—the open shelf and home use, may be termed the cornerstones of the American public library.

I think, however, that we can say broadly that the public libraries of America, loyally supported, and in many cases urged on by their constituencies, have been all working toward greater use of books by our people in general, and to this end have not only urged them to become readers, but have successfully presented the claims of the library to the financial support of the public. Under these circumstances it would seem unnecessary to inquire whether what the library has been doing is worthwhile. That proposition may be opposed just as we hear it sometimes asserted that education in general, or religion, or family life as we know it, is not worth while and should be superseded by something else. All these things are being slowly modified in the course of time, but few of us question the desirability of their continuance, and the public library has gone far toward establishing itself on the same plane.

Possibly we may enumerate as follows the principal things to be found in the American Public Library, introduced within the past half century and not generally found in libraries elsewhere:

1. The open shelf.
2. Home use of books.
3. Treatment of replaceable material as temporary.

4. Regarding the reader as well as the book as a library unit.
5. Keeping books in physical condition for hard usage.
6. Expansion of service, intensive and extensive.
7. Community use of branch buildings for various purposes.
8. Modernization of catalogs, lists and printed bulletins.
9. The cutting of red tape; increase of accessibility.
10. Service to groups.
11. Purchase of books with reference to community wants and needs, without undue delay.
12. Well-considered publicity.
13. Special aid to business and industry.
14. Special training for workers.
15. Their organization for mutual information and aid.
16. Adult education: the "Readers' Adviser."
17. Operation and support as a public body.

I am sure that this does not cover the ground by any means, but it may be enough for our present purposes.

If there is any one thing that runs through this list it is freedom—the absence of hampering restriction. It should be noted that there have been of late signs of a reaction against all kinds of freedom in this country. Freedom implies some degree of intelligence; it always involves waste. It cannot be granted before an age when reasonable choice is possible. And all through life there is always some one who feels that he is divinely appointed to instruct and restrain, and that progress with these limitations would go further and in a better direction than otherwise. Hence we have objectors to the elective subjects in colleges, because students choose wildly or for improper motives; hence, even when in the library there is foolish reading, it shows, say some, the necessity for restraint and guidance. While not denying a modicum of reason in such ideas, I believe that on the whole they are mistaken. Progress everywhere in nature is accompanied by waste—or what appears to our limited intelligence as waste. A fish produces millions of eggs; a plant hundreds of seeds, that a very few may come to maturity. Every great inventor could show a thousand impractical ideas to the one fruitful one that has benefited the world. Burbank selected what he wanted from a thousand variant plants, and then burned up the rest. You may call this waste, if you will; but it is nature's way of going ahead. Let us keep our freedom of variation, for it is only amid a thousand maladjustments and failures that the perfect specimen comes to light.

If we consider where we should stand at this moment without any of these seventeen things, all of which have been introduced in the past half-century, we must conclude, I think, that without them the library as we know it would be non-existent. This is precisely where the Latin countries of Europe and, to a lesser extent, many of the others stand today.

One class of countries deserves special attention. It is composed of those now living under dictatorships, actual or virtual—a curious product of a war supposed to "make the world safe for democracy." The chief countries in this class are Russia, a Slavic nation, and two Latin countries, Italy and Spain. Russia has gone wholesale into the library business, avowedly taking the United States as her model. Operating from a center with despotic power, she has been able to do what we have not yet accomplished—cover her territory with small public libraries—a sort of nation-wide "county library system." These libraries, however, though their technique is American, are as different as possible from ours in purpose, being propagandist pure and simple. The black-list issued as a guide to purchase contains everything that approves or even acknowledges the existence of a capitalistic system. The same thing, I understand, is done in the elementary schools, so that one may now grow to young manhood in Russia without knowing that there is any economic system in the world but Communism. In the universities there is more latitude, both in books and in instruction. Propaganda of this kind often defeats itself, of course, but one cannot recommend it for this reason.

The Latin dictatorships of Italy and Spain do not have to be so careful, of course, owing to the relative absence of popular libraries, but it is doubtful whether the distribution of anything calculated to throw doubt on the goodness or ability of the dictator would be tolerated, as is shown by the total suppression, for instance, of all the opposition press in Italy and, in fact, by the content of the small popular book-collections now springing up in that country.

In this country, despite our professions, our skirts are not altogether clean in this matter. There are certain subjects in which instruction in our schools and colleges is still one-sided. By this I do not mean that the other side is openly opposed; it is rather ignored—a plan at once more effective and more objectionable. Examples of such subjects are American history, certain parts of economics and some phases of religious controversy.

It is the boast of our libraries, justified, I believe, by the facts, that they are freer from one-sidedness than any other institution in the world. With almost no exceptions, one may go to a large public library and find books on any side of any controverted question. We are trying to furnish information; and information about the ideas and theories of men

is as important as any that we can give. We are properly leaving it to others to say whether or no these ideas are correct. In other words, the public library is not taking sides. Not that efforts have not been made, and are still being made, to prevail upon it or compel it to do so. Some States have made it illegal to give information in State-supported schools about what most scientific men believe regarding the development of life on the earth. Whether this information is excluded from publicly-supported libraries, I do not know. I think not; but this may be the next step; and it would definitely align the libraries of these States with those of Russia.

During the late war some well-meaning patriots attempted to have books in the German language removed from public libraries. My reply to a committee that made this request of me was that we had been twice at war with England, but that I knew of no attempt at either time to remove books in the English language from libraries. Violent partisans of one thing or another occasionally object to the inclusion of books that oppose their ideas. But despite such episodes as these, I believe we may still claim for the American public library that it is, on the whole, more nearly non-partisan than any other institution on the planet. In so being it is in accord with the Anglo-Saxon theory of justice, which gives both sides a chance to be heard and then decides. Our libraries thus place the reader in a judicial position.

The most remarkable thing about the public library movement in the United States has been the almost complete absence of allusion to it in contemporary literature. I often select from the truck-load of new books that come to my desk almost daily a dozen or two that I know ought to mention the public library and its work. They are practically unanimous in saying nothing about it, although in some cases this seems like a difficult feat. I often have difficulty in realizing that some ill-disposed censor has not blue-penciled all allusion to our work before the books have been put into print!

What can be the reason for this curious neglect? It certainly does not reflect popular feeling. The average American objects in no way to the incomes that we receive from the public funds. He expects to find a public library in any town that he visits, just as he expects to find a school and a church. He complains if it is not properly run or adequately supported. None of this feeling is reflected in our literature, although it is full of the church and the school. These institutions, however, did not obtain notice by asking for it, or by obtruding themselves in any way; and we may be sure that the way for the public library to be recognized in our literature is not to ask or to labor for recognition, at least by any direct method.

I am familiar with one explanation that will be offered for this lack of recognition. It is that libraries do not advertise enough, or do not do it well enough. I would be the last to depreciate the value of publicity; but it is not a cure for all economic ailments. It is a curious thing that we are depending for our estimates of the efficacy of all sorts of things upon the advice of those whose business it is to purvey those things and whose interest is to prove how valuable they are. Thus we let the doctors tell us of the value of medical science; the lawyers assure us that without their aid we should suffer untold evils; the clergy insist that we depend on their expositions of the Gospel; and the bakers tell us that if we would only eat more bread we should all be healthier. They may all be right, of course. But ought we not to know how the consumers of all these products feel about it? Unfortunately they are all too modest, or lack sufficient organization, to make themselves heard. We should be a little skeptical, I think, about the claims of the ad-men. There is one thing that they never tell us—the fact that goods of the very highest class are never advertised at all—they do not need to be. They are necessarily few in number, and those who know them and can pay for them buy them all. Publicity would be superfluous. Publicity is for the mass-produced articles, the quantity of which is unlimited. It often, in fact, runs even beyond the demand, and intensive publicity is then necessary to take up the slack.

Now the mass-produced articles in the library are chiefly works of fiction. They come out in editions of hundreds of thousands where books, we will say, on quaternions, or quantum-theory, or the economic doctrines of Malthus sell only by hundreds. We can easily run up our fiction circulation—any of us—from the present 50 or 60 per cent up to 90, whereas we could not budge the others. We have no desire to do so. My point is that intensive publicity would be most effective where we do not care for the effect. I have great faith in publicity for certain things, and I try to use it intelligently. But I doubt whether it will help us much here. All that we can do is to go about our business, increasing the quantity and improving the quality of our service, trusting that ultimately it will so impress itself on the community that it will be recognized in what the community writes as well as in what it thinks and does.

Have we any right, however, to complain of lack of recognition abroad when we do not have it completely here at home? And is there any more reason why we should try to force such recognition from foreigners than from our own citizens?

I think we must conclude that there, as well as here, we must trust to the success of the work itself to compel recognition. We must lend our aid to introduce it where it is absent and to strengthen it where it has been begun. Especially in the new international organization, we should lend our influence to bring about the recognition of associations representing the newer and more popular kind of library work, and in sending delegates to represent our own libraries we should see to it that the public library should have adequate recognition.

I have said that no one has arisen to object to the large amounts of money spent on public libraries in our cities. It would, however, be interesting to know just how far this lack of opposition is due to ignorance. I find in my own city a very large amount of misinformation on the topic of the source of our income. Many think that the library is heavily endowed, Andrew Carnegie being generally given the credit. "Carnegie endowments" is a term widely used in connection with the Carnegie benefactions, which, of course, were not endowments at all, but outright gifts to be expended only for buildings and equipment. They were, it is true, given on condition that the recipient town should bind itself to support the library by an annual appropriation equal to a specified percentage of the gift, generally 10 per cent. Comparatively few towns have defaulted, and no attempt has been made, either by the Carnegie Corporation or the libraries concerned, to hold those to their agreement. It is very doubtful whether it could be legally enforced. But many persons still believe that Mr. Carnegie insisted on exercising some kind of control over the libraries, especially in the selection of books, and his offers were refused in several instances on this ground at a popular election, the most conspicuous instances being Albany, N. Y., and Richmond, Va.

It is interesting to note that the popular library movement has been most successful in America and Britain, which have been precisely the countries that have enjoyed the Carnegie gifts. Were the gifts a stimulant to the progress or merely an incident of it? I am inclined to think that there was a mutual influence. I should like to see what would happen in France or Italy if a Latin Carnegie should make a similar offer. The fact that none is made perhaps answers my question. In this country, service rendered by libraries to Carnegie in his boyhood suggested his later course to him. There must be some initial service of this kind in France or Italy before similar gifts can be made there. And the stimulation must be even more powerful, because gifts of this kind are not usual in the Latin countries, so that the flow, even if stimulated, must take place, as it were, uphill instead of downhill, as in the United States.

Let me hark back to the International Conference of June last for a moment. The delegates were assembled in their final session in one of the magnificent halls in the Palace of the Doges, in Venice. An American librarian, long at the head of an international library in Rome, said to me: "Come, I will show you something that may interest you." He led me downstairs to a corner of the great interior court, one of the world's triumphs of architecture, and there, in a cloistered nook, was a complete children's library—books, children and all—in charge of an intelligent and devoted woman librarian. Here was the germ of a service that may be of more value to Italy than all the thousands of ancient tomes and manuscripts in her great libraries. The great scholarly conference above, however, knew it not; there was no recognition of it as library work of any kind. I should not have known that it was there had not my attention been called to it.

It is by encouraging such beginnings as this, and by aiding them with the knowledge that we have gained here in the past fifty years, that we shall ultimately force from the great librarians of Europe the acknowledgment that the achievement of popular education is a worthy aim for the library.

Let me close with a quotation from a noteworthy woman, Catherine the Great of Russia, which I take from Gamaliel Bradford's interesting article on that famous ruler in a recent *Yale Review:*

"In an affair so great as that we have been speaking of, you must be profoundly penetrated with your object; you must will it passionately; you must then communicate your passion to others and act accordingly, without hesitating when your decision is once made, and you must preserve supreme calm in the midst of all agitation, never appearing disturbed or anxious about anything that may occur."

I am quoting this because it seems remarkable that we who are engaged in such a popular movement as that for free libraries should be able to derive counsel and aid from such a source as Catherine the Great—the very impersonation of absolutism.

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Editorial Forum

BOOKS are the ideal medium by means of which children may break through the immediate restrictions of their environment, sweep over the confining boundaries of childhood itself, and participate in daring exploits of imaginary heroes. Because summer is the season when the majority of people travel, public libraries are trying to meet the natural instincts of children by providing an opportunity for vicarious adventure in traveling through books as will be seen from the variety of book tours, traveling around the world, and world cruises described in this number. These schemes for vacation reading, however, can be successful only when the imagination of the children is stirred and they are able to reach out into the limitless realms of the imagination and find a kinship with the children of the countries they read about.

IT IS the youngsters, to be sure, who have real vacations of months, for the elders have often to be content at best with their fortnight or month. But in that time, which should be spent for the most part out of doors or in travel, there is still time for reading and many will be glad to fill some hours at least with interesting and profitable books. Such time can be well spent in purposeful as well as recreational reading. Librarians will do well to keep track of the vacations of their grown-up clientèle, learn as much as possible of the tastes and desires of each and then place before their readers that one of the A. L. A. series of books with a purpose which will most likely tempt them to develop an avocation alongside the routine of their vocation. Thus a vacation may be well filled and not merely counted as idle or lost time, as the careless use of such opportunities may mean.

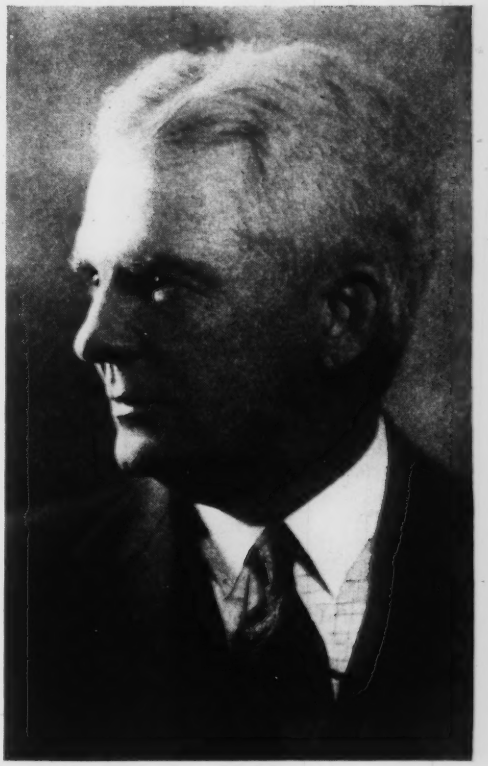
COPYRIGHT is again at the fore, and it is gratifying to note that the obstacle to the endorsement of the pending copyright bill by the A. L. A. has been removed through the acceptance by the publishers committee of the library point of view. In connection with the recent copyright hearing in Washington, Carl Cannon, as chairman of the A. L. A. committee, obtained from the representatives of the book publishers the concession of accepting the continuance of the present arrangement under which public libraries may import one copy in any one invoice of an English edition of a copyright book without formalities. There is to be a definition of public libraries as non-profit institutions, which will include college and reference libraries but exclude book clubs and other commercial institutions. The arrangement was made on both sides, subject to the approval of the respective associations, but it is to be hoped that the Executive Board will find no obstacle to the whole-hearted support of the pending copyright bill which the American Library Association has always desired to give but which had come to an impasse despite previous endeavors at satisfactory compromise.

SYMPATHY is universal and is naturally emphasized in our libraries for the unfortunate limitations of sight which prevent reading either with a purpose or just for relief from visual "shut-in" restriction. The blind are apt to make the best of it for, curiously, blindness seems to suggest cheerfulness in accepting the hard situation, while deafness has the opposite effect, though the deaf should be able to enjoy all the more the opportunities of reading even if they are not like Edison, thankful for the freedom from interruption by noise and surplus conversation. There have been iridescent dreams of mechanisms which would interpret the printed page to the blind, but most of the proposals give little basis for hope, and the raised letters, preferably in Braille, offer the one means of relief. Naturally, therefore, there is wide disposition to favor, despite present tendencies toward government economy, liberal appropriations by the Congress for books for the blind and it is expected that the bill fostered by Dr. Robert B. Irwin, executive director of the American Foundation for the Blind, will have a favorable report from the Committee on the Library and obtain favorable action from the Congress. Under the proposed bill as amended the Library of Congress will have added to its many functions that of providing for the printing and local distribution of such books to the extent of $100,000 a year, and there will be little criticism of this useful exhibition of national generosity.

Librarian Authors

Frederick C. Hicks, Professor of Law and Law Librarian at Yale University Law School, New Haven, Conn., was born at Auburn, N. Y. He received his degree of Ph.B. from Colgate University in 1898, LL.B. from Georgetown in 1901, A.M. from Brown in 1907, Litt.D. from Colgate in 1922 and A.M. (hon.) from Yale in 1928. As an undergraduate at Colgate he was Editor of the college paper and won several essay prizes. From 1898 to 1904 he was in the Map Division of the Library of Congress, during which period he edited *Selected Official Documents of South African Republic and Great Britain* in 1900, wrote *The Biography of Thomas Hutchins* and reprints of his *Topographical Description of Virginia* (1778) in 1904, and newspaper articles, one of which, entitled "Thirty Years Ago," was reprinted in *Essays Offered to Herbert Putnam*. From 1905 to 1908 he was Librarian of the United States Naval War College and in 1908 wrote *The Equality of States and the Hague Conference*. From 1908 to1909 he was Assistant Librarian in the Brooklyn Public Library and editorial writer for Elizabeth, N. J., *Daily Journal* from 1909-1910. During this time he also wrote feature stories for New York papers. In 1910 he became Superintendent of Reading Rooms at Columbia University; from 1911 to 1915 Assistant Librarian and from 1915 to 1928 Law Librarian. During his years at Columbia he was President of the New York Library Club and started the *New York Library Club Bulletin* in October, 1912, wrote *Bermuda in Poetry* in 1915, *New World Order* in 1920, *Men and Books Famous in the Law* in 1921, *Materials and Methods of Legal Research* in 1923, *Famous American Jury Speeches* in 1925, *Arguments and Addresses of Joseph Hodges Choates* in 1926, and *Human Jettison; a Sea Tale from the Law* in 1927. In 1928 he became Professor of Law and Law Librarian at Yale, a position he holds at the present time, and during the last year he has written *High Finance in the Sixties*, the story of the early financing of the Erie Railway in which well-known characters march through the pages in company with railroad men, stock brokers, and a mob of "rough, rude and dangerous men," and *Famous Speeches by Eminent Statesmen*, which covers the period from the events leading to the Civil War down to the present day.

Mrs. Hicks (formerly Mrs. Helen M. Richards) was a librarian before her marriage. She was secretary of the Vermont Library Commission and Librarian of the Shepard and Enoch Pratt Hospital Library at Townson, Md. Mr. Hicks has not only been president of the New York Library Club, 1912, but also secretary of Eastern College Librarians, 1914-1927, President of the American Association of Law Libraries, 1920, and Secretary of the Publication Committee, Public Affairs Information Service from 1917 to date. At the present time he belongs to the American Association of Law Libraries, American Library Association, American Law Institute, Authors Club, New York, and New York Flute Club. His recreations are travel, pencil and water-color sketching and music. He was a pupil of George Barrère on the flute and organizer of the "Ensemble Players," which made up of faculty members, gave chamber music concerts at Columbia University. In reply to the question of how he came to write, he replies, "Can't say how I came to write, except that gathering material, writing, editing, is a natural way for me to take interest in a subject."



Frederick C. Hicks

Tentative Program of Los Angeles Conference

June 23-28

GENERAL SESSIONS

MONDAY, JUNE 23, 8:30 P. M. FIRST GENERAL SESSION.

Address of Welcome—Orra E. Monnette, President, Board of Library Commissioners, Los Angeles Public Library.

Address—Andrew Keogh, President, American Library Association.

Reception.

WEDNESDAY, JUNE 25, 10 A. M. SECOND GENERAL SESSION.

The Library Movement in California:

County Libraries.
Public Libraries.
College Libraries.
School Libraries.
The Huntington Library.
(Speakers to be announced later.)

FRIDAY, JUNE 27, 10 A. M. THIRD GENERAL SESSION.

Business.
Address.
Five or ten minute intermission.

"Two New Aspects of Adult Education—Alumni and Radio Education"—Levering Tyson, Field Representative, American Association for Adult Education.

SATURDAY, JUNE 28, 2:30 P. M. FOURTH GENERAL SESSION.

Joint session of American Library Association, Section for Library Work with Children and School Libraries Section.

Presentation of the Newbery Medal—Effie L. Power, Cleveland Public Library, Chairman, Section for Library Work with Children.

Response by the author of the book selected.

Library work with children—(speaker to be announced).

School library service—(speaker to be announced).

Report of Committee on Resolutions.
Report of Committee on Elections.
Presentation of Officers-Elect.
Adjournment of the Conference.

SECTIONS, AFFILIATED ORGANIZATIONS AND OTHER GROUPS

ADULT EDUCATION ROUND TABLE.—One session. Topic: Rural Adult Education.

AGRICULTURAL LIBRARIES SECTION.—One session. A one-day trip to the Riverside Citrus Experiment Station is planned.

ALUMNI EDUCATION

Charles H. Brown, Iowa State College librarian, is chairman of a special committee on alumni education, according to an announcement from American Library Association headquarters.

Twelve members comprise the committee which is to study the library implications of alumni education, with attention to the part to be played by college and public libraries, state library commissions, and the relation of these to each other. With no formal report on its program, this group plans to study the possibilities of alumni education in relation to the library, and to interest university, alumni and college library leaders in this project. Members of the committee will meet for discussion on June 27 at the Los Angeles conference of the A. L. A.

The present organized interest in alumni education is closely allied to four educational experiments now being promoted through grants from the Carnegie Corporation at Lafayette College, Easton, Pa.; Lawrence College, Appleton, Wis.; the University of Michigan, Ann Arbor, and Vassar College, Poughkeepsie, N. Y. Each institution is interested in working out a different project for its alumni, with the "alumni college," a reading service, discussion groups and week-end conferences as the major objectives. The growing ramifications of alumni education will be discussed at three future meetings of national significance: The meeting of the American Alumni Council at Amherst, May 1-3; the Chicago convention of the American Association of Adult Education, May 12-15, and the A. L. A. convention at Los Angeles, June 23-28.

ART REFERENCE ROUND TABLE.—One session. The Problem of the American Theater, Gilmor Brown, Director of the Pasadena Community Playhouse; discussion of some problems of art departments.

ASSOCIATION OF AMERICAN LIBRARY SCHOOLS.—One session. Topic: Teaching of Reference. Edith M. Coulter, University of California School of Librarianship, in charge.

BIBLIOGRAPHICAL SOCIETY OF AMERICA.—Two sessions. "Translation of the Scriptures," illustrated by rare Bibles, John Howell; "Bibliographical Guides for the Study of the English Language and Literature," Dr. A. G. Kennedy; "Expansion of Russia to America: Its Bibliographical Foundation," Prof. R. J. Kerner. Other papers to be announced.

BUSINESS LIBRARIES SECTION.—Two ses-

sions. Topic: The Public Library in the Field of Business.

CATALOG SECTION.—Three sessions. Topic: Research in Cataloging and Classification. General session: Papers by Grace O. Kelley, The John Crerar Library, Chicago, and William M. Randall, Graduate Library School, University of Chicago. Large Libraries Round Table: Papers by Philip S. Goulding, University of California; Alice Charlton, The John Crerar Library, Chicago, and Margaret B. Stillwell, Annmary Brown Memorial Library, Providence, R. I. Small Libraries Round Table: Paper by Aimee M. Peters, Public Library, Palo Alto, Cal. Regional Groups of Catalogers will have one session; time and place to be announced at Los Angeles.

COLLEGE AND REFERENCE SECTION.—Two sessions. Discussion of *College and Reference Library Yearbook*. Statement of progress and explanation of plans from the Committee on the Union List of Serials. Report of the Committee on the Study of Library Tools as a Required Course in the Curriculum. Paper on plans for providing undergraduate students with books necessary for collateral reading, followed by discussion. One paper will probably deal with methods of promoting reading for pleasure among undergraduates. About one-half the program will be devoted to matters of interest to the reference departments of public libraries.

COUNTY LIBRARIES SECTION.—One session.

HOSPITAL LIBRARIES ROUND TABLE.—One session. Topic: More Effective Service in the Hospital Library from the Viewpoint of the Doctor and the Nurse.

JUNIOR COLLEGE LIBRARIANS ROUND TABLE.—One session. General Topic: What Makes a Junior College Library? Sub-topics: The Budget, (a) Initial, (b) Annual; Personnel of the Staff; The Library Building: Seating Capacity and Number of Rooms. All junior college librarians attending the conference are asked to come prepared with definite facts and figures in order to set up tentative standards.

JUNIOR COLLEGE LIBRARY STANDARDS

Tentative standards for the junior college library will be discussed at the A. L. A. conference. The initial budget, the minimum annual appropriation, the personnel of the staff and physical equipment of the library are some of the topics announced for the program of the junior college librarians round table. This is the first time that there has been a meeting of junior college librarians during an A. L. A. conference.

LEAGUE OF LIBRARY COMMISSIONS.—Two sessions and a joint meeting with the National Association of State Libraries. First session: Topic: Library Extension. "Recent Developments in Library Extension," C. B. Lester, secretary, Wisconsin Free Library Commission; other speakers to be announced. Second session (business meeting): "Report from Louisiana Demonstration," Milton J. Ferguson, California State Library; "Report from British Columbia," Helen G. Stewart, Public Library Commission, British Columbia; reports of officers and committees; election of officers. Joint session: Address of Welcome, Milton J. Ferguson; Response, Mrs. Lillian B. Griggs, secretary, North Carolina Library Commission; "State Encouragement of Adult Education," Matthew S. Dudgeon, Public Library, Milwaukee, Wis.; "Special Features of the Work of the California State Library," Mabel R. Gillis, California State Library.

LENDING SECTION.—One general session, breaking up at the end of an hour into three groups; one for large, one for medium-sized and one for small libraries.

LIBRARY BUILDINGS ROUND TABLE.—One session. "College and University Architecture," Frank K. Walter, University of Minnesota Library; "Central Buildings of Public Libraries," Joseph L. Wheeler, Enoch Pratt Free Library, Baltimore, Md.; "Branch Libraries," Clarence E. Sherman, Public Library, Providence, R. I.; "Furniture, Equipment and Mechanical Devices," Franklin H. Price, Philadelphia Free Library.

LIBRARY COOPERATION WITH THE HISPANIC PEOPLES.—One session.

NATIONAL ASSOCIATION OF STATE LIBRARIES JOINT MEETING WITH LEAGUE OF LIBRARY COMMISSIONS. MONDAY, JUNE 23, 2 P. M.

Address of welcome—Milton J. Ferguson, Sacramento, Cal.

State Encouragement of Adult Education—Matthew S. Dudgeon, Milwaukee, Wis.

Special Features of the Work of the California State Library—Mabel Gillis, Sacramento, Cal.

HISTORY OF PACIFIC COAST STATE LIBRARIES. TUESDAY, JUNE 24, 10 A. M.

Our Obligation to Libraries in State Institutions—Mrs. Mary E. Frankhauser, Lansing, Mich.

Memorial address — Dr. Thomas Lynch Montgomery, Frederick A. Godcharles, Harrisburg, Pa.

Report of Secretary and Treasurer.

JOINT BANQUET WITH LAW LIBRARIANS (*tentative*). THURSDAY, JUNE 26, 10 A. M.

The Archives and the State Library—Margaret Norton, Springfield, Ill. (Com. chairman.)

A Clearing House of Public Documents—H. O. Brigham, Providence, R. I.

State Author Collections—R. H. McCurdy, Concord, N. H.

Business Session.

Reports of committees:

Uniform Organization—Milton J. Ferguson, California.

Legislative Reference Department — Mr. Redstone, Massachusetts.

Historical Societies—Georgia Osborne, Illinois.

State Document Exchanges—Mr. Conant, Vermont.

Membership Committee—Mrs. Ausherman, Wyoming.

A Handbook of State Libraries—Mr. Conant, Vermont.

Merger with League of Library Commissions—Mr. Godard et al.

New business.

Resolutions.

Nominations.

Election.

Adjournment.

ORDER AND BOOK SELECTION ROUND TABLE.—One session. Papers: "Western Books and Book Buying"; "Recent Western Books and Maps"; "Handicaps of the Western Buyers."

PERIODICALS SECTION.—Two sessions. First session: Library Cooperation in the Pacific Northwest as far as Periodicals are Concerned; Better Magazine Consciousness; discussion of recent indexes, such as *Education index*, art indexes, the new *Catholic index* and others; a few moments devoted to A Cooperative Clearing House for Duplicates. Second session: Directed by Florence Bradley, Metropolitan Life Insurance Company Library. Topic: Special Libraries Periodical Problems.

PROFESSIONAL TRAINING SECTION.—Two joint meetings with Training Class Section. (*See* that Section for program.)

PUBLIC DOCUMENTS ROUND TABLE.—One session.

PUBLICITY ROUND TABLE.—One session. Program: State-Wide Publicity.

RADIO BROADCASTING ROUND TABLE.—One session. Topic: Broadcasting and Books.

RELIGIOUS BOOKS ROUND TABLE.—Two or three sessions. "Review of Religious Books," Frank G. Lewis, Crozer Theological Seminary Library; "Religious Books in Demand in California Libraries," Frederic K. Howard, Chaplain, Seamen's Church Institute, San Francisco, Cal.

SCHOOL LIBRARIES SECTION.—Four sessions. Two meetings for papers and discussion, one business meeting, and a combined meeting with children's librarians in connection with Fourth General Session. First session: "The Abiding Value of Great Literature," Mrs. Gudrun Thorne-Thomsen; other speaker to be announced; a tea following this meeting is planned for school librarians. The second meeting will consist of three round table conferences for (a) elementary, (b) junior and senior, and (c) teachers' college librarians. The meetings will be held simultaneously, with discussion of the same topics arranged in different order, so that a person going from one group to another may participate in the discussion of the same subject in two or three groups. General topics in each group will be problems connected with Reading, Administration and Training.

SECTION FOR LIBRARY WORK WITH CHILDREN.—Three sessions. Business meeting (closed): Reports of committees; election of officers. General session: Topic: Book Selection and Purchase. Group discussion of administrative problems involved in the selection and purchase of books for children's libraries. Some of the topics suggested for discussion are: The Library's Budget for Children's Books; Choice of Editions for Children's Classics and Other Books; The Place of Text Books and Subscription Books in a Children's Library; Selection of Current Books; Adjusting Library Standards to Public Demands. Joint session with School Libraries Section in connection with the Fourth General Session.

SMALL LIBRARIES ROUND TABLE.—One session. Discussion of Charging Systems, including the Dickman System and the Detroit System by which the borrower charges his book; Library Staff Meetings for Book Review; "What the Public Should Expect from the Library," Mrs. Zulema Kostomlatsky Rowell, Orange, Cal.

TRAINING CLASS SECTION.—Two joint sessions with Professional Training Section. First session: "A Proposed Outline of a Course in Book Evaluation for a Six Months' Training Class," presented for discussion by Edith Erskine, Pullman Branch, Public Library, Chicago. Second session: A Preliminary Report on Methods of Selecting Applicants for Training and Apprentice Classes, presented by Committee appointed in December.

TRUSTEES SECTION.—Two sessions. First session: "The Qualifications, Education and Experience Necessary for the Head Librarian," Joseph L. Wheeler, Enoch Pratt Free Library, Baltimore, Md.; "How to Find and Select Librarians," Josephine A. Rathbone, School of Library Science, Pratt Institute, Brooklyn, N. Y.; "Personal Qualifications and Educational Requisites of Assistant Librarians, and Methods of Promotion," James A. McMillen, Louisiana State University Library; "How to

Determine What Salaries Should Be Paid to Librarians," Charles H. Compton, Public Library, St. Louis, Mo.; discussion. Second session: "The Best Methods of Financing Municipal Public Libraries," William N. Jannenga, Trustee, Public Library, Cicero, Ill. "The Best Methods of Financing State and County Libraries," Louis J. Bailey, Indiana State Library; "Experiences of the Los Angeles Public Library in Efforts to Secure Adequate Financial Support," Mrs. Frances M. Harmon-Zahn, Trustee, Public Library, Los Angeles, Cal.; "The Development of California's State and County Libraries," Milton J. Ferguson, California State Library; discussion. A trustees' dinner is proposed at which two-minute toasts will be given to noteworthy library accomplishments in cities and states represented; Clarence C. Ogilvie, Trustee, Public Library, Memphis, Tenn., presiding.

VISUAL AIDS ROUND TABLE.—One session. "Children and the Movies," Gladys Case Miller, and a talk by Alice Ames Winter, Associate Director, Public Relations Department, Association of Motion Picture Producers. Meeting may be held at theater where preview may be shown. A portable talking-picture machine, suitable for use in schools and libraries, will be shown at the Visual Aids Round Table meeting by the Research Department of the Western Electric Company.

WORK WITH THE FOREIGN BORN.—One session. "The Mexican Immigration Problem," Dr. Emory Stephen Bogardus, Director of Social Welfare, University of California at Los Angeles. Talk on Americanization work by Ettie Lee, Assistant Supervisor of Americanization in the Los Angeles City Schools.

TENTATIVE SCHEDULE OF MEETINGS, A. L. A. CONFERENCE, LOS ANGELES

MONDAY, JUNE 23.
A. M.—Group meetings.
P. M.—Group meetings.
Eve.—First general session.

TUESDAY, JUNE 24.
A. M.—Council and group meetings.
P. M.—Free.
Eve.—Group meetings.

WEDNESDAY, JUNE 25.
A. M.—Second general session.
P. M.—Group meetings.
Eve.—Free: Conference banquet.

THURSDAY, JUNE 26.
A. M.—Group meetings.
P. M.—Free.
Eve.—Library school and other dinner meetings, group meetings.

FRIDAY, JUNE 27.
A. M.—Third general session.
P. M.—Group meetings.
Eve.—Group meetings.

The Open Round Table

New Mexico Invites You!

To the Editor of THE LIBRARY JOURNAL:

The New Mexico State Library Association through its publicity committee wishes to extend to all who will attend the A. L. A. Conference in Los Angeles a most cordial invitation to stop in New Mexico either going or returning. One special train in charge of Mr. F. W. Faxon is scheduled to make a stop of about thirty-six hours in Santa Fé, where arrangements have been made for the party to take one of the trips of the Harvey Indian Detour.

A local committee has been organized in Santa Fé representing the city Public Library, the State Law Library, the Library of the Museum of New Mexico, and the Library Extension Department of the State Federation of Women's Clubs. This committee will be assisted by librarians from other parts of the State, headed by the president of the State Library Association, Mrs. Corinne Whitney of Roswell, in entertaining the visiting members of the American Library Association. The New Mexico librarians are looking forward with great pleasure to this opportunity of meeting and knowing the members of the profession from other parts of the country.

JULIA BROWN ASPLUND,
Chairman Publicity Committee,
New Mexico State Library Association.

Agent of Literary Guild Makes False Statements

WORD has come from various sources that agents of the Literary Guild are making statements to the effect that the Cleveland Public Library has subscribed for large numbers of books through that organization. No subscription has ever been placed with the Literary Guild, and the decision has been definitely made against subscribing. It seems proper to take this means of informing other librarians of the fact, as the statements have continued to be made since the matter was reported to an officer of the Guild.

LINDA A. EASTMAN,
Librarian, Cleveland Public Library.

Current Library Literature

Intended to index with brief annotation, or excerpts when desirable, articles in library periodicals, books on libraries and library economy and other material of interest to the profession. The subject headings follow those in Cannons' "Bibliography of Library Economy," to which this department makes a continuing supplement. Readers are requested to note and supply omissions and make suggestions as to the development of this department.

ADULT EDUCATION. *See* EDUCATION, ADULT.

AGRICULTURAL LIBRARIES. *See* U. S. DEPT. OF AGRICULTURE. LIBRARY.

BIBLIOGRAPHY

Hasse, A. R. Bibliography: today and tomorrow. *Special Libs.* 21:75-80. 1930.

"The procedure for servicing (cataloging, etc.) of books for the commercial agency (book publishers, etc., and the general public library) is developed, accepted, and fairly adequate, with reservations. The procedure for servicing (cataloging, indexing, etc.) of books for research institutes, reference libraries, and special libraries is undeveloped and inadequate, without reservations. . . . The transmission of data for the research worker is today, to a very large extent, circumstantial. There are, very likely, quantities of references, tabulations, and data which escape him and which will continue to do so until some, as yet undeveloped, process of reclamation and distribution is devised."

BOOKS AND READING

Quigley, M. C. Europe-minded reading. *Journal of the N. E. A.* 19:83. 1930.

Recommends the reading of novels, poetry, and plays rather than "background" books before making a trip to Europe.

BRANCHES AND STATIONS. *See* TORONTO (ONT.) PUBLIC LIBRARY. DANFORTH BRANCH.

CENSORSHIP. *See* LIBRARY CENSORSHIP.

CHILDREN'S LITERATURE

Manchester (England) Public Libraries. *History in Story; Historical Tales in the Young People's Rooms.* Manchester: Libraries Committee, 1930. pap. 7p. 2d. (Occasional lists, new ser., no. 2).

Arranged chronologically, with one- or two-line annotations.

Webster, Catherine. Some history of the development of literature for children. *Ontario Lib. Review.* 14:79-82. 1930. To be concluded.

Chiefly concerned with Aesop's *Fables* and *Mother Goose.*

CHISWICK (ENGLAND) PUBLIC LIBRARY

Tillie, H. A. Salvaging a library. *Ln. and Book World.* 19:205-208. 1930.

Emergency measures employed to open the library to the public again after a disastrous fire.

COLLEGE LIBRARIES. *See* RANDOLPH-MACON WOMAN'S COLLEGE LIBRARY; SALARIES; STUDENT ASSISTANTS.

COUNTY LIBRARIES

GEORGIA

Readmore Lending Library grew to become a county public library. por. illus. *American News Trade Journal.* March 1930. p. 10.

The Upson County Library, with headquarters at Thomaston, Ga., is an outgrowth of a Readmore Lending Library installed by Mrs. Emmie Trice Girardeau.

NEW JERSEY

Askew, S. B. County libraries and rural schools in New Jersey. illus. *School Life.* 15:121-123. 1930.

By the Librarian of the New Jersey Library Commission. The grade in reading and in those studies dependent upon reading has risen, on the average, a grade and a half in schools in the ten of the twenty-one counties of the State served by county libraries.

DESKS

Webb, William. Delivery desks. illus. LIB. JOUR. 55:199-202. 1930.

A fully-detailed consideration of the proper planning of a large delivery desk by the librarian of the Flint (Mich.) Public Library.

DEWITT CLINTON HIGH SCHOOL LIBRARY, NEW YORK CITY

Arden, Harriette. The DeWitt Clinton High School Library. illus. LIB. JOUR. 55:309-310. 1930.

The new building provides space for a large library room, a library classroom, a reading room for teachers, two conference rooms, a work room, and a stack room for 19,000 books. The library now has 15,000 books. It can house 38,000.

DEWEY DECIMAL CLASSIFICATION

Carter, Elizabeth. Modernity in classification. *Wilson Bull.* 4:319. 1930.

Subjects and phrases in everyday use which are not to be found in the 12th ed. of the D. C.

EDUCATION, ADULT

Chancellor, John. The future of informal education in libraries. *Libraries.* 35:89-92; 141-143. 1930.

Two months of use of the Reading with a Purpose Series at the New Haven (Conn.) Public Library resulted in a six-fold increase in the circulation of worth-while non-fiction books.

HIGH SCHOOL LIBRARIES

Davenport, M. E. Place of the library in the pupil's daily program. *Libraries.* 35:121-123. 1930.

Access to the library is made as unrestricted as practicable at the Freeport (Ill.) High School Library.

See also DE WITT CLINTON HIGH SCHOOL LIBRARY.

LEAGUE OF NATIONS

Currier, T. F. The League of Nations publications: a simplified treatment. LIB. JOUR. 55:255-256. 1930.

The Harvard College Library binds League publications according to their sales number. A typical binder's title may read: "League of Nations. Publications, 1927. III. No. 27-70." Unnumbered publications are assigned a class number and bound at the end of the class.

LECTURES

Hyers, F. H. Letting books speak for themselves. LIB. JOUR. 55:259-261. 1930.

A record of 607 free lectures is reported by the Los Angeles Public Library for the year ending June 30, 1929, with an estimated attendance of 50,000. The subjects covered include literature, philosophy, child psychology, economics, popular science, art, music, and travel.

LIBRARIES

MEXICO

Books and libraries in Mexico. *Pan American Bull.* 64:134-147. 1930.

See also PUBLIC LIBRARIES; SMALL LIBRARIES.

LIBRARY BUDGET

Annable, Dorothy. The library budget. *N. H. Pub. Libs.* n.s. 26:49-52. 1930.

Suggestions for a businesslike budget for small libraries which will stand a better chance of not being voted down at town meeting.

LIBRARY CENSORSHIP

Bowerman, G. F. Censorship and the public library. *Libraries.* 35:127-135. 1930. To be continued.

"Such little censorship as the public library exercises comes about, in part at least, because of its desire not so greatly to offend as to alienate the weaker members of its constituency. But the librarian must also be on his guard not to make the library appear a weakling, so that the strong men and women of the community will lose respect for it and come to regard it as an institution intended primarily for morons."

LIBRARY EQUIPMENT

Lockart, G. E. Modern college and university library equipment. illus. LIB. JOUR. 204-207. 1930.

Gives especial attention to the new Snead automatic book distributor.

In addition to signed articles, the Equipment Number of the LIBRARY JOURNAL (March 1, 1930) contains brief but fully illustrated accounts of library chairs, bulletin boards, book shelving, book delivery systems and library signs.

LIBRARY FURNITURE

Horrocks, A. J. The building of fine library furniture. LIB. JOUR. 55:202-204. 1930.

The library demands and requires the old-time craftsman rather than furniture made under production methods. The standard wood for American libraries is quartered white oak.

LIBRARY OF CONGRESS

Howe, M. A. D. W. Books and the Nation. *Scribner's Magazine.* 87:266-273. 1930.

"Experiments by which the Library of Congress is extending its resources and influence, is providing experts to aid people engaged in research, and is creating a center of learning which makes it less and less necessary for the scholar to go to Europe for advanced study."

LIBRARY PENSIONS

Brigham, H. F., *comp.* Pensions for librarians in the United States and Canada. *A.L.A. Bull.* 24:78-85. 1930.

Presented by States alphabetically, showing under each State, first, the general situation with regard to (a) library pension legislation, (b) pensions for State employed librarians, and (c) State teachers' pensions that benefit school librarians; and, second, the particular situation with regard to individual public libraries in the State.

LIBRARY PLANNING

Hirshberg, H. S. *Elements of the Library Plan.* Based on the earlier ed. by W. R. Eastman. A.L.A., 1930. pap. 16p. ("Manual of Lib. Econ.," x).

Considers briefly site, financing, size, architect, costs, style, materials, entrance, stairways, basement, assembly rooms, toilet rooms, staff rooms, main floor, seating, stack rooms, lighting, heating, etc. Bibliography.

LIBRARY SCHOOLS

Reece, E. J. *The Service Loads of Library School Faculties.* 32 mim. p.

A report made to the Association of American Library Schools by Ernest J. Reece, associate professor of library administration, School of Library Service, Columbia University. Based on replies to an inquiry to which 17 schools and 89 individual instructors responded. "The reports received from faculty members handling courses for the first year were too few to permit any definite estimates as to the time consumed in out-of-class work, but were sufficient to confirm the belief that there is a very great difference between the time requirements for the first offering and those for subsequent ones. Both the returns and independent observation suggest that the inexperienced teacher who without chance for advance preparation assumes a two-credit or three-credit course involving revision and the preparation of problems for a large class is likely to have to devote a very large part of his energies to it."

LIBRARY WORK WITH THE BLIND

Chamberlain, M. C. *Library Work with the Blind.* 2nd ed. rev. A. L. A., 1930. pap. 8p. ("Manual of Lib. Econ.," xxx).

Includes historical sketch and list of publishers and organizations which prepare books for the blind. Bibliography.

MEXICO. *See* LIBRARIES, SUBHEAD MEXICO.

NET PRICE SYSTEM

Net books. *Ln. and Book World.* 19:202-205. 1930.

"The big library suppliers giving stock selection services are penalized; the local bookseller is presented with an unearned bonus; the publisher loses profit; the public may receive inferior books or have to pay a higher price; the libraries have to find bigger premises. We cannot find in such a scheme any grounds on which we can recommend it to our readers."

NEW JERSEY. *See* COUNTY LIBRARIES, SUBHEAD NEW JERSEY.

OKLAHOMA, UNIVERSITY OF. LIBRARY.

University of Oklahoma Library. illus. LIB. JOUR. 55:254-255. 1930.

Architecturally a replica of Christ College, Oxford, the library has space for 300,000 volumes, including a Treasure Room for its valuable collection of old books and manuscripts.

PLAYGROUND WORK

Duncan, E. ff. Digest of cooperation of libraries with recreational institutions. *Libraries.* 35:149-151. 1930.

Supplement to report by Ruth Robi of the St. Louis Public Library made in 1926 (summarized in LIB. JOUR.). Summarizes reports from Buffalo, Kalamazoo, Pittsburgh, Providence, Rochester, and Saginaw.

PUBLIC LIBRARIES

A conspiracy. *Nation.* 130:287. 1930.

Public libraries seem to this writer to be part of an organized effort to discourage the buying of books.

RADIO AND LIBRARIES

Walton, Mary. A new stimulus to reading: the wireless discussion group. *Lib. World.* 32:179-182. 1930.

Cooperation of the Sheffield (England) Public Libraries and the B. B. C. in organizing groups for discussion of lectures delivered over the radio.

RANDOLPH-MACON WOMAN'S COLLEGE LIBRARY, LYNCHBURG, VA.

Randolph-Macon Woman's College Library. illus. LIB. JOUR. 55:311. 1930.

The building, Georgian in design, has shelving space for 100,000 volumes.

ROYAL EMPIRE SOCIETY, LONDON

Lewin, Evans, comp. *Subject Catalogue of the Library of the Royal Empire Society, Formerly Royal Colonial Institute.* Volume One: The British Empire Generally, and Africa. Northumberland Ave., London: The Institute, 1930. cl. 582; cxxiii p. £1 1/5 6d.

Compiled by the Librarian of the Institute and financed by the Carnegie United Kingdom Trust and the Carnegie Corporation of New York. The subsidy will be sufficient for only three volumes, but it is hoped that the catalog may be continued beyond that point.

SALARIES

Manchester, E. N., *comp.* Salary statistics: university and college libraries. *A.L.A. Bull.* 24:85-87. 1930.

Salaries now in effect, as of Dec. 1, 1929, in 27 university and college libraries.

SCHOOL LIBRARIES

Fargo, L. F. *The Library in the School.* A.L.A., 1930. cl. 453p., illus., tables. ("Library Curriculum Studies").

The Foreword (xvii-xxv) was published, by permission, in LIB. JOUR. 54: 57-59. 1929.

"This book was preceded by a study of school libraries and library systems as far apart as New York and California. Based on a survey, it is still not a survey. It is a textbook for those prospective school librarians and

teachers of school librarians who conceive the school librarian to be a specialist. . . . First, the activities of the school library are pictured in their educational setting, objectives are set up, and consideration is given to what the school expects from the library in service and personnel. In other words, functions are treated first. Afterward, the book discusses the equipment, organization, and techniques suited to carrying forward these functions." Preface.

Tilton, E. L. School libraries. plan. LIB. JOUR. 55:250-254. 1930.

An architect's suggestions for the location, lighting, areas, finishing, and shelving of a satisfactory school library.

The Department of School Libraries in *Libraries* for April, 1930 (35:163-174) has short signed articles on student assistants in a school library; publicity; reading guidance through clubs and contests; organization and equipment of a school library; book menus, and cooperation between public library and schools in Baltimore, Md.

See also HIGH SCHOOL LIBRARIES.

SHELF ARRANGEMENT

Rathbone, J. A. *Shelf Department.* ed. 3, rev. A.L.A., 1930. pap. 14p. ("Manual of Lib. Econ.," xx).

Based on the results of a questionnaire replied to by 130 libraries. Considers shelf-list, care of books on the shelves, book supports, labels, dummies, and the inventory. Bibliography.

SHERMAN, CLARENCE E.

The new administration. *Books for All.* 5:62-63. 1930.

William E. Foster, retiring librarian of the Providence (R. I.) Public Library, introduces Mr. Sherman, "who embodies in a most ideal manner just those qualities which for years he has hoped might be embodied in his successor."

SMALL LIBRARIES

Fogg, J. B. Some problems of small libraries. LIB. JOUR. 55:297-300. 1930.

Selection of current books; replacements; staff meetings and schedules; service to schools.

Greene, M. P. Statistics in a small library. LIB. JOUR. 55:305-306. 1930.

"Even in a small library we ought to be able to salvage the specialist by studying the individuality of each assistant, and giving her the type of work she is best fitted to do, with freedom to try out her own ideas and methods."

Mower, Anna. Increasing the usefulness of my public library. LIB. JOUR. 55:301-302. 1930.

The Morristown (Vt.) Centennial Library, a small library of 6300 volumes in a town of 3000 inhabitants, gives especial attention to school children.

Quigley, Margery. Books in Suburbia—the suburban library's book buying problems. LIB. JOUR. 55: 302-305. 1930.

Service to the rich and the commuters in Montclair, N. J., has not yet been developed to the point desired by the town's librarian. The need for quick purchase of new books has led more and more suburban libraries to use the book sections of department stores, because of deliveries in less than 24 hours, at no cost for carriage, and with no letters to be written.

STUDENT ASSISTANTS

Koopman, H. L. The student assistant and library training. *Libraries.* 35:87-89. 1930.

The system has worked well at Brown University, particularly in the case of men assistants. Four years as a student assistant is a not entirely unsatisfactory substitute for the first years in a library school—certainly an excellent preparation for one.

Smith, J. J. Training of student assistants in small college libraries. LIB. JOUR. 55:306-309. 1930.

At Hiram College, Ohio, ten students are given a course of one class hour and two hours of supervised work per week for one school year, without credit and without pay. This selected group of ten compete for the positions on the paid staff.

TORONTO (ONT.) PUBLIC LIBRARY. DANFORTH BRANCH

Sanderson, C. R. A library in a shopping centre. illus. plans. LIB. JOUR. 55:257-259. 1930.

This 16th branch was designedly located at a popular street-car intersection, and is surrounded on all sides by store buildings. No pains were spared to make the interior attractive.

U. S. DEPT. OF AGRICULTURE. LIBRARY.

Barnett, C. R., *comp. The Library of the U. S. Dept. of Agriculture; a Brief Description of Its Resources, Organization and Work.* Washington, 1929. 28 mim. p.

The main library and the libraries in the various bureaus contain approximately 210,000 volumes, many thousands of unnumbered pamphlets, over 3600 current periodicals, and as many more current serials. For the fiscal year 1930 its appropriation is $102,000, exclusive of separately appropriated funds for printing and binding.

UNIVERSITY LIBRARIES. *See* SALARIES.

WESTERN UNION TELEGRAPH COMPANY LIBRARY

The library of the Western Union Telegraph Company. *Special Libs.* 21:80-81. 1930.

The library has more than 10,000 books, and will answer questions referred to it.

BOOKS BY AND ABOUT LIBRARIANS

Code, Rev. Joseph B. *Great American Foundresses.* Macmillan, 1929. il. 512p. $5.

The author has been since January, 1924, head librarian of St. Ambrose College, Davenport, Iowa. "The sixteen chapters of this book tell of sixteen valiant women of profound faith, ceaseless activity, heroic self-sacrifice and inspiring holiness." From the introduction by Henry P. Rohlman, bishop of Davenport.

Pearson, Edmund, ed. *The Autobiography of a Criminal: Henry Tufts.* Duffield, 1930. cl. 357p. illus. facsims. $3.

The autobiography was first printed in 1807. Henry Tufts was a thief, impostor, Revolutionary soldier and deserter, and complete amorist. The editor, formerly Editor of Publications at the New York Public Library, is the author of *Studies in Murder, Five Murders,* etc.

Plans for Statistical Index

THE COMMERCIAL-TECHNICAL Section of the Special Libraries Association has, as one of its projects, an index to statistical sources of information, with Miss Marian C. Manley, Branch Librarian of the Business Branch of the Newark Public Library as chairman of the committee. Through the cooperation of Mr. W. P. Cutter of the Baker Library of Harvard University, a rough outline of a chart for this purpose has been made available. The committee is now working on the project, and plans to have definite progress to report at the San Francisco convention, if not before. Anyone interested in such an index and with suggestions to offer is urged to get in touch with the chairman.

Gold Star List

THE TWELFTH edition of the Gold Star List prepared by the staff of the Syracuse, N. Y., Public Library, has recently been published. A list of thirteen realistic close-up stories about the World War without regard to the nationality of the author and thirty-five new titles have been added to this year's list.

Through the Looking Glass

A Monthly Review of Children's Books and Reading

By Helen Martin

Library work with children, Western Reserve University School of Library Science

Plays for the Amateur Stage

"The play's the thing!"—thus does the poet express the universal delight of children in dramatic art. The modern child, in contrast to the child of yesterday enjoys the diversified rôles of spectator, actor and producer. As a result the library collection of plays has grown steadily in quantity and quality, and the output this year for both the "legitimate" and the puppet stage will prove a boon indeed to youthful actors and their sympathetic adult friends.

Cut by courtesy of Frederick A. Stokes & Co.

Even the most awkward pupil should suddenly find himself flying to scrap-bag, scissors, and needle after reading Edith Flack Ackley's instructive volume, *Marionettes*. In addition to the clear, detailed and ingenious directions as to their manipulation and production, even down to minute details as fashions in waistcoats, "drops," and furniture, there are five original plays, which could be used either in home, school or camp. Tucked neatly in a flap of the back cover are several paper patterns, which will bolster up materially the spirits of the timid amateur with the author's sanguine slogan, "Easy to make! Fun to use!" Marjorie Flack has touched the many drawings, showing the necessary scientific details, with a gay, whimsical humor—the quintessence of puppettering.

Dear to the heart of childhood is the beloved tale of that immortal marionette, *Pinocchio*, whose merry adventures have been dramatized, with appreciation and sympathy, in four acts, each complete in itself, called *Pinocchio for the Stage* by the well-known producer, Remo Bufano. Even if at times the version seems somewhat overloaded with detail, due to a zealous devotion to the original text, and the stage "business" rather difficult from a technical standpoint, still it must be remembered that the play has been performed successfully by the author both with marionettes and living actors.

Under the title *Nix-Naught-Nothing*, Naomi Mitchison, a rising young English playwright and understanding mother, has dramatized for her own children four tales from the favorite classic, *English Fairy Tales;* three are for indoor presentation, and the fourth, a bit difficult because of the broad dialect, "for a field or garden in Scotland or wherever there are Scots." The text, written in both prose and poetry, singularly reminiscent of Jacob's own rollicking style, is replete with good dialogue, humor and fanciful spirit. The plays call for considerable scene-shifting and a large number of actors, but this situation makes them especially adapted for use with large groups. The delicate sketches by Winifred Bromhall are decorative and suggestive, rather than realistic.

With these words Milne writes his apologia in the preface to *Toad of Toad Hall:* "I have, I hope, made some sort of entertainment with enough of Kenneth Grahame in it to appease his many admirers, and enough of me to justify my name upon the title page." The result is unexpectedly satisfying, and *Wind in the Willows* devotees will chuckle over the well-remembered dialogues of Rat, Badger, Mole and Toad. The unforgetable, evanescent scene, "The Piper at the Gates of Dawn," has been understandingly omitted, but the immortal picnic, the little field mice carolers, the adventures of braggart Toad in feudal hall and loathsome dungeon, are cleverly and charmingly presented. Certain additions, such as the bestowal of the appropriate name of "Albert" on the methodical, plodding horse of the yellow caravan, the inimitable jury scene, suggestive of a similar incident in "Alice," the clever bits of jingling verse, developed from original prose passages, add materially from the standpoint of critical dramatist and gentle reader.

Cuts, at top of page, of the "White Knight sliding down the poker" are taken by permission from the Tenniel edition of *Through the Looking Glass* published by Macmillan Co.

For Bibliography of books reviewed see p. 374.

Library Organizations

Special Libraries Association

SPECIAL librarians from all parts of the United States will meet in San Francisco June 18 to 21 for the twenty-second annual convention of the National Special Libraries Association. This is the first time the meeting has been held on the Pacific coast. The delegates will be welcomed by Milton J. Ferguson, State Librarian. Headquarters are to be at the Clift Hotel.

The Special Libraries Association was founded in 1909. Membership includes librarians from all types of business and professional concerns. Newspapers, manufacturing firms, banks, insurance companies, museums, law firms, research organizations are represented. By pooling the experience and knowledge of methods and sources of its members the organization acts as a clearing house of information on all subjects. Educational work is carried on in connection with the establishment of libraries for business houses and helping them in selecting efficient systems of classification and filing. Approximately 1100 members and subscribers are scattered throughout the United States and twelve foreign countries. William Alcott, librarian of *The Boston Globe,* is president of the association. For centralization of knowledge concerning specific activities, six groups exist within the organization. These are: Civic-Social, Commercial-Technical, Financial, Insurance, Museum and Newspaper.

For the past two years the convention has been held in Washington, D. C. Angus Fletcher, British Library of Information, New York, is chairman of the national convention committee. Miss K. Dorothy Ferguson, librarian of the Bank of Italy, is chairman of the local committee.

Chicago Library Club

FOUR ROUND TABLE meetings were the feature of the February meeting of the Chicago Library Club. The staff of the John Crerar Library were hosts to the club on February 13, 1930. After a brief business session, during which fifteen new members were presented, the evening was devoted to group discussions. Mary Ayres presided at the round table of children's librarians; Mary Herr at the group meeting of school librarians; Cora Hendee at the lending section; Jerome K. Wilcox at the reference section.

The Chicago Library Club was fortunate in having for the speaker at the meeting on March 13, 1930, Miss Wetmore of the Chicago public schools. Miss Wetmore discussed the work in adult education done by the schools of the city and answered many questions on the relation of this work to that done by public libraries. The Scholarship Committee reported their success in raising the sum of $100 as a contribution to the scholarship for library school students awarded by the Chicago Woman's Club.

Special Libraries Council of Philadelphia and Vicinity

KEEN INTEREST in the discussion of special libraries problems has resulted in a number of small group conferences this year. Subjects for discussion were bibliography, classification and reference work. A follow-up discussion on the first bibliography conference took place two weeks later. One of the high spots of this conference was the recommendation for bibliographical notes which would enable the researcher to discriminate among many references. Notes giving features of editions, slant and opinion of the author were recommended. Miss Charlotte Noyes brought all her wide experience in this kind of work to the conference and made an unusual leader. Mrs. Faltermayer led another small group on January 22, which considered reference problems. This was a practical experience meeting in which a number of participants told of their methods in answering actual questions which had come to them. On March 21 an attempt was made to initiate an inexperienced group into the classification labyrinth. Miss Keller who led this discussion had for her subject classification vs. the classification of books. Miss Emilie Mueser, classifier, Engineering Societies Library, New York, and Gilbert D. Thomas, Pennsylvania State College, were guests and contributed to the discussion. It is hoped that another study class such as developed last year might grow out of this effort. The conference groups have had an average attendance of about twelve.

Bibliography

(Continued from "Through the Looking Glass" on page 373)

Ackley, Edith Flack. *Marionettes;* illus. by Marjorie Flack. Stokes. $2.50.

Bufano, Remo. *Pinocchio for the Stage;* in four short plays from Collodi's original; illus. by author. Knopf. $2.

Mitchison, Mrs. Naomi Margaret. *Nix-Naught-Nothing.* Harcourt Brace. $2.

Milne, A. A. *Toad of Toad Hall.* Scribner. $1.25.

In The Library World

American Library in Spain

The collection of books exhibited by the A. L. A. at the Seville exposition has been transferred to the Junta Para Ampliación de Estudios at Madrid, to form the nucleus of an American Library in Spain. A branch of the Junta, the Center for Historical Studies, has an important and much used library, and the American books will probably become a part of that collection. It is planned to keep the American library up-to-date, according to the Secretary of the Junta, Señor José Castillego, if funds can be found for that purpose.

Library Spreads Its Wings

Not only in a physical sense has the Library of Hawaii "winged out" during the past year. Reports of the various departments for 1929 show statistics which are indicative of much internal activity as well. The book collection now numbers 97,859 volumes. Of these the main library has 44,739 adult books and 14,952 juvenile books and the stations department 38,168. During 1929, 10,474 volumes were added to the library collection; the library receives 282 periodicals and 34 newspapers. There were 22,107 registered borrowers at the main library at the end of 1929; of these, 14,016 were adults and 8,091 children. Two hundred and forty-six cards for temporary library privileges were issued to visitors. The circulation of books totalled 705,783, divided among adult, 234,226 and juvenile, 155,897 at the main library, and 315,660 in the stations department, which serves 120 stations on the island, including 75 schools. Ten thousand, five hundred and forty-five questions were answered by the reference department.

Attending to the multitudinous details implied in these statistics are 51 staff members, including trained personnel, clerical and part-time assistants.

Everyland Club

During the summer months the Everyland Club in the Robbins Library, Arlington, Mass., was organized. As the name indicates, the club took an interest in every country in the world, considering one country each week. The children read and discussed books about the countries. They talked of its history and its customs and played the games of the land. Some books were dramatized by the children themselves with real skill and perception of the salient points of the story. Others told the stories of some favorite book.

New Buildings

The South Side Branch of the Oshkosh, Wis., Public Library was dedicated March 14, 1930.

According to Donald B. Gilchrist, University Librarian, a tower nineteen stories high devoted to the storage of books for the library of the University of Rochester will be the highest building of its kind in the world. The tower is to be directly behind the main library building. A circular colonnade, illuminated by flood lights, will top the tower, and in it memorial chimes will be hung; the building will cost $1,500,000. The problem of carrying books up and down in the tower, which will have a capacity of over 1,000,000 volumes, will be handled by means of automatic conveyors.

Lehigh University, Bethlehem, Pa., will dedicate its new university library on April 25, 1930.

Opening of the new Central Lending Library, Toronto, Canada, has been announced for April 21, Easter Monday, at 8:15 p. m.

Cornish, Iowa, Public Library has received a gift of $10,000 from Mrs. Laura Okey to be used for an addition to the library as a memorial to her father and mother.

Mrs. Mary McCrea, a former resident of Stuart, Iowa, who recently died, has bequeathed $10,000 for a library building. As Stuart already has a Carnegie building, this will mean a much needed addition.

A Source of British Information

The first volume of the *Subject Catalog of the Library of the Royal Empire Society*, has recently been published. The volume, dealing with the British Empire as a whole and with Africa specifically, is the first of a series which, it is hoped, will become a bibliography of the British Empire. It is also hoped that, apart from its use within the British Empire itself, it may be of value to American librarians and students as indicating some of the chief sources of information regarding the Overseas British Empire. The volume is published by the society at £1/11/6.

Vacation Reading in Charlotte

JUST before the schools closed for the summer of 1929 in Charlotte, N. C., the Children's Librarian visited each of the seventeen city schools and explained the Vacation Reading Club plans. An attractive book was made and kept on the librarian's desk, where all children who wanted to join the club could register. Each afternoon found many children eager to join the club, until by July 1 two hundred and fifty names had been placed in the book.

Boys and girls from the fourth through the seventh grades were invited to join the club and lists of books to be read were made for each grade and posted on the bulletin board. From these lists twelve books were to be read and reviews written and handed in to the librarian at the close of the vacation period. A large poster was made and each child who had joined the club had his or her name on the poster. When eight books had been read a gold star was placed after the child's name and much interest was shown in the poster as each child found joy in pointing out the gold star after his or her name to other boys and girls.

When the course of reading had been completed and the reviews written and handed in, a diploma with a gold seal on it was given. By Sept. 1 two hundred and seventy-one children had joined the club. On Sept. 27, 1929, a story hour was held and special features were planned for the hour, one of which was the awarding of diplomas. Immediately following the story hour a picnic was held on the library lawn for those who received diplomas.

Early Hispanic Books

ORIGINALLY compiled as a check-list of books for the staff of the library of the Hispanic Society of New York, the *List of Books Printed Before* 1601 in the library compiled by Clara Louisa Penney, was printed by order of the Trustees in 1929 (cl., 274 p.). The bibliography is a short-title list, arranged alphabetically, and its forms of entry follow in general those of the British Museum and the Library of Congress. The colophon has been strictly followed as to spelling and information, but the arrangement has been arbitrarily changed to the form: place, publisher, date. A bibliography of books describing the books in greater detail is included, as well as a list of place-names not easily recognizable in their modern forms—as Mantua Carpentanorum for Madrid, Lutetia for Paris, and Olysippone for Lisbon.

STATEMENT OF THE OWNERSHIP, MANAGEMENT, CIRCULATION, ETC., REQUIRED BY THE ACT OF CONGRESS OF AUGUST 24, 1912, Of the LIBRARY JOURNAL, published twice-a-month, at New York, N. Y., for April 1, 1930.

STATE OF NEW YORK, } ss.
COUNTY OF NEW YORK, }

Before me, a Notary Public in and for the State and County aforesaid, personally appeared Frederic G. Melcher, who, having been duly sworn according to law, deposes and says that he is Vice-President of the R. R. Bowker Co., publishers of the LIBRARY JOURNAL, and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management, etc., of the aforesaid publication for the date shown in the above caption required by the Act of August 24, 1912, embodied in section 443, Postal Laws and Regulations, printed on the reverse of this form, to wit:

1. That the names and addresses of the publisher, editor, managing editor, and business manager are:

Publisher . . . . . R. R. BOWKER CO.
62 West 45th St., New York
Editor . . . . . R. R. BOWKER
62 West 45th St., New York
Managing Editor . . . . . BERTINE E. WESTON
62 West 45th St., New York
Business Manager . . . . . JOHN A. HOLDEN
62 West 45th St., New York

2. That the owners are:
R. R. BOWKER CO., 62 West 45th St., New York.
R. R. BOWKER, 62 West 45th St., New York.
MARIAN A. OSBORNE, Buffalo, N. Y.
J. A. HOLDEN, 62 West 45th St., New York.
F. G. MELCHER, 62 West 45th St., New York.
A. R. CRONE, 62 West 45th St., New York.
A. C. FRASCA, 62 West 45th St., New York.

3. That the known bondholders, mortgagees, and other security holders owning or holding 1 per cent or more of total amount of bonds, mortgages or other securities are:

NONE.

4. That the two paragraphs next above, giving the names of the owners, stockholders, and security holders, if any, contain not only the list of stockholders and security holders as they appear upon the books of the company, but also, in cases where the stockholder or security holder appears upon the books of the company as trustees or in any other fiduciary relation, the name of the persons or corporation for whom such trustee is acting is given; also that the said two paragraphs contain statements embracing affiant's full knowledge and belief as to the circumstances and conditions under which stockholders and security holders who do not appear upon the books of the company as trustees, hold stock and securities in a capacity other than that of a bona-fide owner; and this affiant has no reason to believe that any other person, association, or corporation has any interest direct or indirect in the said stock, bonds or other securities than as so stated by him.

FREDERIC G. MELCHER, *Vice-President.*

Sworn to and subscribed before me
this 27th day of March, 1930.

ARMOND FRASCA,
Notary Public, New York Co., N. Y., No. 165,
Reg. No. IF105.
[Seal] (My commission expires March 30, 1931)

Books for Blind Hearing

THERE WAS a hearing on the Pratt bill in regard to books for the blind before the House Library Committee, March 27. The members of that committee are Representatives Luce of Massachusetts, Hooper of Michigan, Mrs. Pratt of New York, Ludlow of Indiana, and Warren of North Carolina. The Pratt bill is promoted by Robert B. Irwin, executive director, American Foundation for the Blind. It requests that an appropriation of $75,000 annually be made for the purchase and publication of books for the blind, such books to be lent to blind residents of the United States. The Librarian of Congress, according to the bill, would administer the fund. He would arrange with local public libraries to serve as local or regional centers for circulation. Preferences would be given to the needs of blind persons who have been honorably discharged from the United States military or naval service. Only the Pratt bill had been referred to the House Library Committee. The Crail bill and the so-called Josephson bill, introduced by Congressman Hill of Alabama, had been referred to the Committee on Education. M. C. Migel, president of the American Foundation for the Blind, made a general statement supporting the Pratt bill. Dr. Irwin followed with a more detailed statement showing the need; also answering many questions put to him by Chairman Luce. Mr. Campbell, editor of the *Outlook For the Blind*, made an appeal rather than an argument. He said there were approximately five hundred blind ex-service men. Mr. Latimer, representing the Pennsylvania Association for the Blind, spoke for the blind. Carl H. Milam, secretary of the American Library Association, reported the vote of the Committee on Work with the Blind, the approval of the Pratt bill by the A. L. A. Executive Board and called attention to two proposed minor amendments. He said, also, that he believed the amount appropriated inadequate and that the bill should authorize the Librarian of Congress to use a portion of the funds for administrative expense. He concluded by saying that he was certain, without having had an opportunity to put it to a vote, that practically all of the 13,000 members of the A. L. A. would enthusiastically approve the purpose of the Crail bill "to provide books for the adult blind" and "to facilitate the prompt and economic circulation of such books." Helen Keller followed with a very impressive speech. Miss Hoyt, of the reading room for the blind in the Library of Congress, spoke briefly with some assistance (she is blind) from her associate in the reading room for the blind and from Martin A. Roberts, of the Library of Congress. Representative Crail followed, calling attention to a statement which had been made to him that the Librarian of Congress had previously recommended that work with the blind be transferred to another institution.

Mr. Ralls made a fairly extended speech. His three specific suggestions for amendment were:

1. That the word "purchase" should be eliminated. He wants all the money to be used for production.

2. That one copy only be given to cooperating libraries. Duplicates and replacements to be partly at least at the expense of the cooperating library.

3. That the A. L. A. Committee on Library Work with the Blind assist in selecting books, and that some emphasis for a time be placed on educational work.

Dr. Irwin answered some of Mr. Ralls' statements, admitting that he was "obstinate in his faith that the Library of Congress would do a good job." Finally ex-Senator Gore made an impressive speech, speaking as president of the National Library for the Blind, a quasi public institution. It is controlled by a private board, but receives some funds from Congress. He quoted from the report of the Librarian of Congress in 1910 to prove, as he thought, that the Librarian of Congress did not think the work with the blind belonged in the Library of Congress, and stated that the department had actually been moved to the District of Columbia Library and had later been taken back. He argued for the transfer of all the work with the blind in the Library of Congress to the National Library for the Blind, which came to the rescue of blind readers "in the hour of their need—I will not say in the hour of their abandonment."

Word from Dr. Irwin indicates that the Pratt bill with minor amendments (including an increase to $100,000) will be reported favorably by the Committee.

Government Depositories

TWO BILLS have been introduced in Congress providing for a more elastic scheme for government document depository libraries. Ralph Munn, director of the Carnegie Library, Pittsburgh, and James B. Childs, chairman of the Documents Committee, are working together on these measures.

Reading Lists Available

READING lists on international subjects, to be used in connection with radio programs of the Columbia Broadcasting System, may be secured from the World Peace Foundation, 40 Mount Vernon Street, Boston, Mass.

Gold Star Club

THE SELMA BRANCH of the Fresno County Free Library, California, has organized a Gold Star Club. A special privilege is given to the twenty gold star winners of the Summer Vacation Reading Club. The Club met and elected their own officers and called themselves the Gold Star Club of the Selma Library, so that they might carry on their work in the library. They are learning to use the card catalog and other indexes by questions prepared for them in the way of puzzles, besides learning to read shelves and shelving books. They are now assisting other children in working the puzzles so they may become members of the "Winter Honor Roll," as gold stars are given when the required number of puzzles is complete. At the close of Book Week the Club held a character costume party in home arts room of the high school. A gold star was offered to the member and guest who succeeded in guessing the most characters correctly. Eighteen new members were initiated into the Club as they had won their gold stars to become members of the "Winter Honor Roll" since school opened.

Alumnae Publications at Smith College

THE COLLECTION of Alumnæ publications at Smith College does not belong to the College Library, but to the Alumnæ Association. It is kept in special locked cases in the College Library and has a separate catalog, and if the library owns any of the publications the cards for them are filed in the library catalog. Miss Nina E. Brown, Archivist of the college, states that the publications are arranged in alphabetical order under classes, and magazine articles or pamphlets are put in Gaylord binders and stand on the shelves as books. The catalog is the main point of difference. It contains cards not only for the publications which are in the collection, but also for those not yet acquired; cards are arranged by classes first and then in alphabetical order by the name the girl bore when in college. The card, therefore, bears the year of the class at the left of the card, followed by the surname; this is given simply for purpose of filing. The rest of the card is written as any card is written, including the form of the author's name as it appears on the title-page. White cards are used for books written by the graduates of the college, buff cards for those written by non-graduates. The buff cards have *Ex* written above the class year, but are filed in with the other cards; a guide bearing the year stands in front of the cards for each class. Before each name is a blue card which carries an orange ticker, so that an alumna, by pulling forward these tickers can see at a glance the names of her class who have been credited with publications. If she is interested in knowing the work of any of her classmates, she can turn the individual white cards. On this card carrying the ticker it is intended to paste the record of each author as given in the *Quinquennial Catalog* of the college. In case a given publication is not in the collection, but a copy is owned by the library, the library call-number is placed on the card. A feature of this collection, which seems to vary from that in other libraries, includes any matter which passes through the printing press, i.e., music, book-plates, posters, reproductions of sculpture, paintings, etchings or any other art form. Publications appearing in newspapers are mounted and placed in Gaylord binders in order to save shelf space.

Free Upon Request

THE ABINGTON High School Library, Abington, Pa., has the following copies of scientific magazines available for librarians. Apply direct to the librarian, Miriam L. Kutz.

Scientific American: Jan. 11, 1919; Jan. 25, 1919; Feb. 8, 1919; Feb. 15, 1919; Feb. 22, 1919; March 8, 1919; March 15, 1919; March 22, 1919; March 29, 1919; April 5, 1919; April 12, 1919; April 19, 1919; April 26, 1919; May 3, 1919; May 10, 1919; May 24, 1919; May 31, 1919; June 14, 1919; June 21, 1919 (two copies); July 5, 1919; July 12, 1919; July 26, 1919; Aug. 2, 1919; Aug. 9, 1919; Aug. 21, 1919; Sept. 6, 1919; Sept. 13, 1919; Sept. 20, 1919; Sept. 27, 1919; Oct. 4, 1919; Oct. 11, 1919; Oct. 18, 1919; Oct. 25, 1919; Nov. 1, 1919; Nov. 8, 1919; Nov. 15, 1919; Nov. 22, 1919; Nov. 29, 1919; Dec. 6, 1919; Dec. 13, 1919; Dec. 20, 1919; Dec. 27, 1919.

Popular Science: Nov., 1920; Dec., 1920 (two copies); Feb., 1920; March, 1920 (two copies); April, 1920; May, 1920; June, 1920; July, 1920 (two copies); Aug., 1920; Sept., 1920 (two copies); Jan., 1921; May, 1921; Sept., 1921; Oct., 1921; Feb., 1922; March, 1922; April, 1922.

Directory of Special Libraries

COPIES of the new 1930 Supplement to the Directory of Libraries of Philadelphia and Vicinity, compiled by the Special Libraries Council of Philadelphia and Vicinity are available through the secretary, Helen M. Rankin, The Free Library of Philadelphia, at 50 cents a copy. With the Supplement, the 1926 edition of the Directory is brought up-to-date, listing 238 libraries.

Among Librarians

Bulgarian Library Organizer Visits America

MISS MARGARET DEMCHEVSKY, library organizer in the Ministry of Education, Bulgaria, is visiting in the United States for four or five months in order to study American library administration and methods. Her trip has been made possible by a grant from the Carnegie Endowment for International Peace through the A. L. A. It is expected that she will attend the Los Angeles Conference in June. Miss Demchevsky was educated at Constantinople College, where for several years she was librarian before attending the School of Librarianship, University of London. She speaks English, as well as other languages, fluently and was an official delegate from Bulgaria to the World Library Congress at Rome last June.

During her visit to the Yale University in March Miss Demchevsky gave a talk on Bulgarian libraries. In commenting on her talk later, Doctor Keogh wrote: "Her English is remarkably good, and her delivery was excellent. I have no hesitation in recommending her for talks elsewhere."

D. C. Numbers on L. C. Cards

THE PLAN for putting Decimal Classification numbers on Library of Congress cards, discussed for over twenty-five years, is at last in operation, with David J. Haykin, formerly Chief of the Catalog Department of the Queens Borough Public Library, named as head. The Library of Congress is giving generous help to the project. The printing of the numbers, the space and equipment it is providing, and the assistance rendered by members of the Library of Congress staff, are its principal gifts to the work. The D. C. numbers will first appear on cards for books in English currently cataloged by the Library of Congress. Later, it is hoped that the number may be added to cards as they are reprinted, and eventually the work may be extended to include books in foreign languages. It is planned to give alternatives where a book may be classified more than one way, for example, in the case of a book on a special aspect of a subject or a volume of a set.

Charles H. Hastings of the Library of Congress and Eliza Lamb of the University of Wisconsin (formerly of the University of Chicago) Library had the difficult task of planning the work and, with the cooperation of the A. L. A. office, of promoting it. In addition to help from them, the project is having the benefit of advice and help from Dorkas Fellows and her staff in the office of the Editor of the Decimal Classification. Mr. Haykin began his work April first. Before he came to Queens Borough Public Library as Chief of the Catalog Department and instructor in the Library School, he was Head Cataloger in the New York State Library and in the Library of the University of Nebraska in various capacities.

Miscellaneous

SERENA C. BAILEY, Atlanta '18, assumed the duties of her new position as librarian of the Lakeland, Fla., Public Library on Jan. 15.

ELIZABETH K. CLARK, Pratt '07, now known as Sister Veronica, O. S. A., has returned to library work with the permission of her Order and has accepted a temporary position in the Newberry Library in Chicago.

FANNIE COX, Wisconsin '14, was married on Dec. 17 to Gardner Hendrie of Philadelphia. Mrs. Hendrie continues her appointment as a member of the faculty of Drexel Institute Library School.

EMILY C. KELLEY, Simmons '29, has joined the staff of the Clark University Library, Worcester, Mass.

GENEVIEVE MCCROHAN, Simmons '29, has been appointed a cataloger at the Baker Library, Dartmouth College.

EDA M. PERRY, Pratt '03, was married on Jan. 28 to Rev. James Arthur Lytle.

CHARLES E. RUSH, librarian of Teachers' College, Columbia University, has been designated as A. L. A. representative and speaker at the meeting of the American Alumni Council in Amherst, May 2.

HELEN RUSS, Simmons '29, has accepted a temporary cataloging position at the Bates College Library, Brunswick, Me.

ELEANOR NIMMO WILSON, Riverside '28, former librarian of the Public Library, Pawhuska, Okla., will succeed Frances Strang, who died Jan. 18, as county librarian of the Riverside, Cal., Public Library.

HAROLD A. WOOSTER, Librarian of the Brockton Public Library, has been appointed librarian of the Scranton Public Library, Scranton, Pa., as the successor of the late Henry J. Carr, and will take up his new duties by June 1.

Opportunities

This column is open to librarians

Wanted—Librarian in Mid-Western town of 10,000. College and library school training required. D-19.

School librarian desires position for the summer. Periodical work preferred. Experience in school and public libraries. D-18.

Librarian with thirteen years' experience in public, medical and business libraries desires position. D-16.

University and library school graduate with poise, initiative, executive ability, and seven years' experience wishes responsible position in California. College library preferred. D-17.

University and library school graduate, possessing poise, tact, initiative, executive ability and successful record, desires position in or near New York City. D-23.

Librarian with training and twelve years' general experience wishes position in West beginning August or September. Prefers reference, administration or cataloging. Extensive knowledge of public documents. D-21.

Young woman, college and library school graduate, with eight years' experience in public and college libraries, desires temporary position for summer. D-20.

Librarian with B.S. degree and two years' experience in public library desires change in fall after summer course in library science. D-22.

School librarian with five years' experience and M. A. degree desires position in North or Northwest. College library preferred. Available July 1 for vacation or permanent position. D-12.

Librarian of large senior high school desires position for July and August. College graduate with library training and several years' experience. D-13.

Classifier in ten languages with two years' experience desires position in library. D-14.

College and library school graduate, with ten years' experience in college and school libraries, desires summer position in camp, summer school, or substitute work. D-10.

College and library school graduate, having several years' experience with periodicals and some reference work in college libraries, desires position in Washington, D. C., in a public, special or business library, or with a publishing firm handling periodicals. Reference work preferred. D-11.

Princeton Library Aid Association

FORTY Princeton alumni recently organized the "Friends of the Library," an association to aid the University Library. The association, frankly modeled on one connected with the Harvard University Library, will attempt to create among Princeton men and their friends such an interest in the library as will lead to the acquisition of books needed.

Free

THE AMERICAN Social Hygiene Association, 370 Seventh Avenue, New York, have on hand the following publications, which may be had upon request:

The White Slave Traffic in America, by Dr. O. Edward Janney

The National Purity Congress; Its Papers, Addresses and Portraits, edited by Aaron M. Powell

The Social Evil in Chicago

Detention Houses and Reformatories as Protective Social Agencies in the Campaign of the U. S. Government Against V. D., by Mary Macey Dietzler under the direction of T. A. Storey.

The Calendar

April 21-22—Ontario Library Association, annual meeting at Public Reference Library, Toronto.

May 1-2—Louisiana Library Association, annual meeting at Monroe, La.

May 10—New England School Library Association, annual meeting at New Haven, Conn.

May 12-15—American Association for Adult Education, fifth annual meeting at Edgewater Beach Hotel, Chicago, Ill.

May 16-17—New England College Librarians, annual meeting at Dartmouth College, Hanover, N. H.

June 13-18—Northeastern Library Convention will be held at Swampscott, Mass.

June 14—Utah Library Association, annual meeting at American Fork, Utah.

June 13-18—Vermont Library Association, annual meeting at Swampscott, Mass.

June 18-21—Special Libraries Association, annual convention at Clift Hotel, San Francisco, Cal.

June 18—New Hampshire Library Association, annual meeting at Swampscott, Mass.

June 23 or 24—California School Library Association will meet at Los Angeles, Cal.

June 23-28—American Library Association, annual meeting at Biltmore Hotel, Los Angeles, Cal.

June 26—Rhode Island Library Association, annual meeting held in conjunction with Massachusetts meeting at Swampscott, Mass.

June 30-July 18—A rural library extension institute at the College of Agriculture, University of Wisconsin.

Oct. 8-11—Regional meeting of Iowa, Minnesota, North and South Dakota, Wisconsin, and possibly Nebraska, to be held in St. Paul.

Oct. 13-18—New York Library Association, annual meeting at Albany, N. Y., in connection with Convocation of the University of the State of New York.

Oct. 15-17—Ohio and Indiana Library Associations, annual meeting (joint session) at Dayton, Ohio.

Oct. 20-22—Montana Library Association, annual meeting in Billings.

Nov. 10—Arizona State Library Association, annual meeting at Phoenix, Ariz.

Nov. 21—Illinois High School Library Association meets as Section of High School conference at Urbana, Ill.

Nov. 6-7—New Mexico Library Association, annual meeting at Albuquerque, N. M.

Book Selection on Foreign Countries

What Other Nations Regard as the Best Books in English About Their Countries. A Continuation of The World Peace Foundation Lists

Guatemala

Thompson, Wallace. *Rainbow Countries of Central America.* Dutton, 1926. $5.

Courtesy of the Legation of Guatemala.

Mexico

Beals, C. *Mexico.* Viking Press, 1923. $2.50.
Gruening, E. H. *Mexico and Its Heritage.* Century, 1928. $6.
Jones, C. L. *Mexico and Its Reconstruction.* Appleton, 1921. $3.50.
Prescott, W. H. *Conquest of Mexico.* 2v. Burt. $1.25 each.
Priestley, H. I. *Mexican Nation.* Macmillan, 1923. $4.
Rippy, J. F. *United States and Mexico.* Knopf, 1926. $5.
Saenz, M., and Priestley, H. I. *Some Mexican Problems.* Univ. Chicago Press, 1926. $2.
Tannenbaum, F. *Mexican Agrarian Revolution.* Macmillan, 1929. $2.50.
Vasconcelos, J., and Gamio, M. *Aspects of Mexican Civilization.* Univ. Chicago Press, 1926. $2.

Courtesy of the Mexican Embassy.

Panama

Adults

Verrill, A. H. *Panama, Past and Present.* Dodd, 1921. $2.

Children (12-16 years)

Heald, J. S. *Picturesque Panama.* I. L. Maduro, Panama City, 1928. $2.

Courtesy of the Legation of Panama.

Bolivia

Carpenter, F. G. *Lands of the Andes and the Desert.* Doubleday, 1924. $4.
Walle, Paul. *Bolivia.* Scribner, 1914. $4.50.

Courtesy of Mr. J. Landivar Moreno, Consul of Bolivia, Seattle, Washington.

Ecuador

Niles, Blair. *Casual Wanderings in Ecuador.* Century, 1923. $2.50.

Courtesy of the Legation of Ecuador.

Peru

Agle, William C. *In the Footsteps of Pizarro.* Homer M. Hill, Seattle.
Bingham, Hiram. *Inca Land; Explorations in the Highlands of Peru.* Houghton, 1922. $5.
Dell, Anthony. *Llama Land.* Doran, 1927. $10.
Markham, Clements R. *A History of Peru.* Sergel, 1892.
——, *Narratives of the Rites and Laws of the Incas.* Hakluyt Society, 1873.
Prescott, William H. *History of the Conquest of Peru.* Dutton, 1909. 80c.

Courtesy of the Peruvian Embassy.

Venezuela

Lemley, H. R. *Bolivar.* Stratford, 1923. $4.
Sherwell, G. A. *Antonio José de Sucre.* Caracas, Venezuela, Minister of Public Instruction, 1924.
——, *Bolivar, the Prophet.* Pan-American Union. 5c.

Courtesy of the Legation of the United States of Venezuela.

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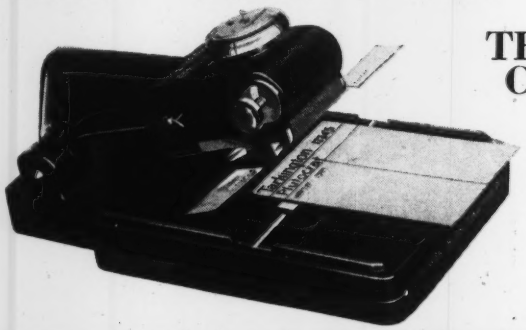

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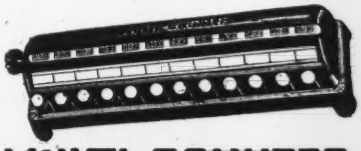

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